DOCUMENT RESUME

ED 084 023 PS 006 885

AUTHOR Elofson, Theresa H.
TITLE Open Education in the Elementary School: Six Teachers Who Were Expected to Change.
INSTITUTION Illinois Univ., Urbana. Center for Instructional Research and Curriculum Evaluation.
PUB DATE Feb 73
NOTE 182p.

EDRS PRICE MF-$0.65 HC-$6.58
DESCRIPTORS *Case Studies; *Elementary School Teachers; Interviews; *Open Education; Physical Environment; Questionnaires; Student Characteristics; *Student Teacher Relationship; *Teacher Attitudes; Teacher Characteristics
IDENTIFIERS Classroom Observation Rating Scale; CORS

ABSTRACT

This document presents an evaluative record of six open education teachers and their elementary school classes at the Fannie Gilbert and Stephen MacArthur Schools in Washington, D.C. Described are the changing physical classroom environments, the behavior of the students, the methods used to instruct and discipline, and the teachers themselves--their problems, their use of materials and space, and their interactions with parents and colleagues. A brief review of open education research is included, along with appendices concerning the Classroom Observation Rating Scale (CORS) and a teacher questionnaire. (SET)

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OPEN EDUCATION IN THE ELEMENTARY SCHOOL: SIX TEACHERS WHO WERE EXPECTED TO CHANGE

BY

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February 1973

PS 006885

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CHAPTER I

INTRODUCTION AND RESEARCH FOUNDATIONS

This study was not designed for generalizability. Its goals are portrayal and analysis. It is an evaluative record, however tentative and at times incomplete, of a small group of people endeavoring to create "openness."

Open education was the thrust for the year in two urban schools under the tutelage of a dynamic principal. What do teachers do and think while involved in creating an open school? What changes do teachers undergo during the process? Do they grow toward that goal? Do theoretical considerations come into focus while they work? How do they react to feedback about their roles and styles within the classroom process? These questions begat the study--others surfaced as the study developed.

Two urban schools; one principal; half a dozen classroom teachers; an observer/adviser/evaluator; and wiggly, vibrant children came under survey as the study unfolded. Administrators, parents, custodians, university students, and secretaries slipped in and out of the schools and the study.

Open education can be seen as a new phenomenon with an ancient history. Indeed, its ancestry has been traced back through the Progressive Movement of this century to Froebel and Rousseau. Both Spodek (1970) and Weber (1971) trace the historical movements of open education in America. Historical antecedents are not the only guides to the American movement of open education. The British Infant Schools and emergent Informal Junior Schools have provided an impetus and model of the education espoused by American open-education advocates. The rationale of the British school practices is vividly portrayed by the Plowden Report (1967, Vol. I and II). John Blackie (1967) summarizes the historical perspectives of the British schools. Such a "model" is worrisome. Models engender labels, quantifiable results, and neat educational packages. Open-education enthusiasts resist the products of models per se. To them, open education encompasses more than a methodology or series of teaching maneuvers. Advocates view open education not as a model to emulate but as an experiential environment of growth and relationships: relationships of teachers and children, environment and its inhabitants, people and their self-images and inner beings. Open-education advocates eschew student products when viewed apart from their processes. The British do have a working exemplar admired by

open-education espousers. The cross-pollination of ideas between Americans and the British flourishes, but the momentum and strength of open education today comes not so much from its historical roots and modeling behaviors as from people: people who believe the potential of education for children and adults to be greater than has dared to be admitted.

Open education is also a statement of optimism, a hope: hope that human thinking, sensing, reflecting, relating, discovering will not be lost in the stampede to a plastic future. Fostering such ideals is hazardous in an educational world gone mad with performance contracting, voucher plans, behavioral objectives, national assessment and accountability. "Unthinking," "mindless," "anti-measurement," "flighty," "mystic," and "pretentious" are common reactions by critics to the statements of the open-education enthusiasts. The vulnerability which critics find in open education is not so much in its intent as in its procedures and products. Worse, the very openness of the definition of open education and a shying away from stereotypic models by the proponents of open education nurtures its diversity and provides more fuel for the critic's campfires.

The belief is somewhat along the lines that the greater the growth of open education, the greater will be the originality, inventiveness, interrelatedness, complexity,

and variation of open education. For the researcher of open education, the attendant problems of description, analysis, and explanation are frightful. Open-education literature is replete with elusive definitions of intuitive, philosophical qualities which require refining. At this writing it seems that conviction and enthusiasm are not likely to carry the day, however; and enthusiasts are feeling the pressures of defining "the beast"--while bemoaning the restriction of its development by premature regimentation and inappropriate standardization.

In the search for crucial dimensions underlying open-learning environments, writers frequently suggest the teacher's role to be a key factor (Featherstone, 1971; Bussis and Chittenden, 1972). The importance of community, administrators, parents, physical facilities, and students is not denied by this emphasis. These too are important. The teacher, however, does become, by the nature of her role, the mirror and prism of these influences for the learner. Interpreter, instigator, developer, diagnostician, questioner, and a keenly interested, humane person are some of the roles which confront open-education teachers. Interpolation of these tasks into behavior relies not only on training, encouragement, past experiences, and present conditions but also on personality and philosophical values.

Research of Anne Bussis and
Edward Chittenden

How does this view of teaching differ from others in the previous literature on classroom teachers? (Categorize them as you wish: traditional, laissez-faire, programmers, or whatever.) Bussis and Chittenden proposed a scheme (see Figure 1) as a guide to conceptualization of roles (1970, p. 23). This two-dimensional scheme has, in fact, wide applicability to all classrooms. The upper-right quadrant, characterized by high contributions in the classroom of both the teacher and children, locates teachers who could be described as open-education teachers. The three remaining quadrants present other proposed types of classrooms.

A major implication of this scheme is suggested by Bussis and Chittenden: "there may be rather important differences between teachers who are basically engaged in experimenting with a new image of themselves and teachers who are engaged in experimenting with a new image of children" (1970, p. 26). This suggests that there will be differences between horizontal and vertical teacher growth. They point out that there will be variance even among open-education teachers. The horizontal or vertical directions of change, however, signify (1) different results, (2) different resources, and (3) different energies. Bussis and Chittenden

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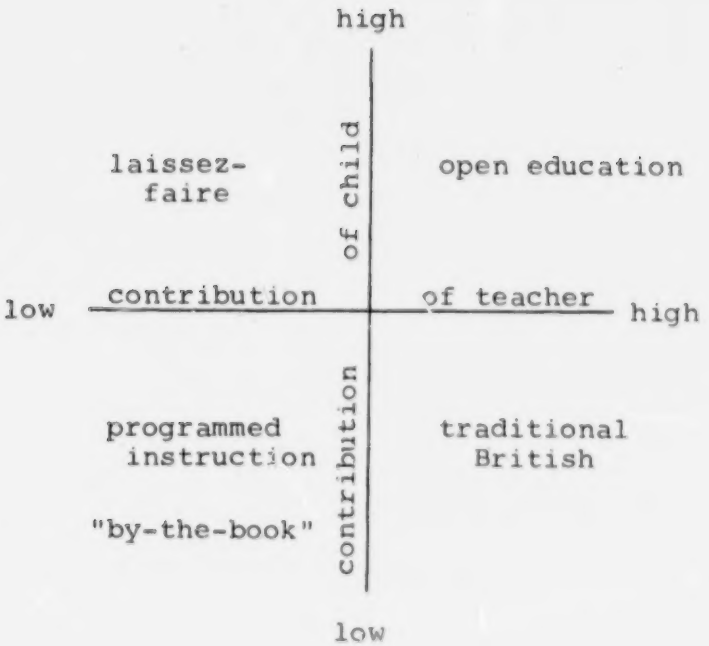

Figure 1. Double Classification Scheme based on extent to which (1) the individual teachers and (2) the individual child is an active contributor to decisions regarding the content and process of learning.*

*Bussis and Chittenden, 1970, p. 23.

also suggest that a horizontal change or self-image of the teacher and her role may be the more difficult accomplishment to see (1970, p. 27).

In an excerpt from a paper presented to the National Association for the Education of Young Children (1972), Bussis and Chittenden further elaborated the research complexities of open education and proposed focusing research on teachers in open education. They suggested an interview study of teachers to discuss working environments; the process of teaching--the attitudes, skills, beliefs, and knowledge (1972, pp. 363-364). A detailed interview schedule, developed by the Early Education Group of Educational Testing Service (1972), now exists.

Bussis and Chittenden also have proposed ten major dimensions to conceptualize a teacher's role in an open classroom. Five asterisked behaviors were considered interrelated--possibly occurring simultaneously (1970, pp. 30-31).

*1. Provisioning for learning

*2. Reflective evaluation of diagnostic information

*3. Seeking activity to promote personal growth

*4. Diagnosis of learning events

*5. Guidance and extension of learning

6. Honesty of encounters

7. Respect for persons
8. Warmth
9. Ideas related to children and to the process of learning
10. Ideas related to the perception of self

Research of Herbert Walberg and Susan Thomas

Walberg and Thomas condensed the Bussis and Chittenden ten dimensions to eight. The three categories (items 6, 7, and 8, in the preceeding list) fused into Humaneness were "honesty of encounters," "respect for persons," and "warmth" (Walberg and Thomas, 1971, p. 19). The eight dimensions chosen by Walberg and Thomas as summarized by Evans (1971, p. 6) were:

1. Provisioning for learning: flexibility in organization of instruction, materials.
2. Diagnosis: less attention to goals, such as examination scores, and more attention to the child's thinking process.
3. Instruction: much individual attention rather than solely total class instruction, encouragement of children's initiative and choice, interdisciplinary emphasis.
4. Evaluation: individual standards or goals preferred to comparing the child to standardized achievement norms. Record keeping often done in order to evaluate growth rather than correctness.
5. Humaneness: teachers have characteristics such as respect for children, openness, and warmth.

6. Seeking opportunities to promote growth: extensive use of community, colleagues, advisors.

7. Assumptions: ideas about children and the process of learning. Many ideas are stressed such as children's innate curiosity, trust in children's ability to make decisions, and so on.

8. Self-perception of the teacher: a sensitive, adaptable, continual learner who sees himself as a resource for helping children reach their own potentials rather than seeing himself as a disseminator of a given body of knowledge.

After an analysis of the literature, they created 106 items based on attractive quotations (Walberg and Thomas, 1971). Ratings were solicited from 41 open-education "experts" to refine the original list. From the ratings received and the general reactions submitted, the 50-item Observation Rating Scale and the 50-item Teacher Questionnaire were constructed.

Scoring of the Classroom Observation Rating Scale

The scoring for the Classroom Observation Rating Scale (CORS) instrument is on a 4-point scale for each item. A rating of 4 means "strong, frequent evidence"; a 3 indicates only "moderate, occasional evidence"; a 2 signifies "weak, infrequent evidence"; a 1 means "no evidence" or a negative case of the characteristic (Evans, 1971, p. 9). Teacher ratings are: "strongly agree" equals 4 points; a 3 rating is "agree"; a 2 rating is "disagree"; and a 1

rating is "strongly disagree." If a teacher does not have any evidence of a certain item, she rates her class as a "1," which means "strongly disagrees."

Of the 50 items, 18 are reverse-scored. These statements which are opposite open-classroom characteristics were arranged to avoid a response set (Evans, 1971, p. 8). Thus, high total scores for teacher self-reports and observation ratings indicate an open classroom. Lower scores suggest a more traditional classroom. A score of 200 is an "ideal" score. The Evans' study of the CORS reported the mean score of 21 U. S. traditional teachers at 117.46; a mean score of 20 British open teachers at 160.80; and the mean score of 21 open teachers at 163.17 (1971, p. 21).

Instrumental in selecting CORS was the knowledge that (1) there were few instruments available focusing on open education; (2) since open-education educators hunger for materials and information, the instrument undoubtedly would be used by many educators. Since this instrument is one of the few available in the field, then open educators need to have a sense of what it can and cannot do.

Research of Judith Evans

Evans' pilot study of CORS did demonstrate that two different pedagogical styles (open and traditional)

could be identified. Evans enumerates what CORS cannot do: first, it is not designed to assess all differences among British open, U. S. open and U. S. traditional classrooms; second, it cannot produce the diagnostic insights one might expect from an experienced adviser who observes classrooms over time; third, it does not effectively discriminate key features of outstanding open classrooms (1971, pp. 26, 29). Evans (1971, p. 28) does suggest:

> The rating scale is probably best used as a survey instrument in a school system that is beginning to experiment with open classroom techniques. It is less reliable as a diagnostic measure for individual classrooms . . . making it possible for baseline data to be gathered and changes charted over a period of time in a large school system.

Three other suggested uses by Evans were that the rating scale could be used (1) by an observer as a checklist for points to consider in talking with teachers; (2) as the basis for dialogue among teachers; (3) as a research facet in an evaluation study comparing Teacher Questionnaire scores with observers' scores (1971, pp. 29-31).

This study attempts to carry out the first and third of these suggested uses of the instrument.

Research of Lilian Katz

Lilian Katz (1972a) discusses classroom problems of teachers and their implications for training for open, informal classrooms. She recommends establishing training

and research units in typical school settings. Katz suggests that "typical situations" are more likely to be traditional schools attempting to move toward open classrooms than they are likely to be experimental laboratories. Certainly this is the case in public school settings such as MacArthur and Gilbert, the two schools of this study. One constraint of "typical" schools wanting to be open is the teachers already in employment in the school: teachers who bring backgrounds which may or may not include training in open education, backgrounds with differing philosophies, and backgrounds of differing competencies and capacities for effecting more open environments.

Katz also has written "Developmental Stages of Preschool Teachers" (1972b). Assuming that the professional growth patterns of preschool teachers and elementary teachers are similar, her discussion may then have merit in examining the developmental stages of new endeavors such as open education. As teachers undertake open education willingly or unwillingly, stages of progress could be differentiated. Especially important in the creation of the new venture will be the internalizing of new information and philosophies and the developing self-perception of the teacher herself. Katz's remarks seem an appropriate guide for watching the process.

She suggested four developmental stages. Stage I is Survival. Can the teacher get through the day? Week? Year? Stage II is called Consolidation. The overall gains of the survival year are consolidated to "differentiate specific tasks and skills to be mastered next." The focus switches to individual problem children and problem situations. Stage III is Renewal. Here a teacher questions new developments in the field. This stage nurtures new relationships with programs and people. As the horizon widens for the teacher, input from other classes, films, educational materials, and perhaps self-examination will be called upon. In Stage IV, or Maturity, a teacher can ask more abstract questions of herself. The Maturity stage, which occurs after three to five years of teaching or more, surfaces philosophical questions such as "What are my historical and philosophical roots? What is the nature of growth and learning? How are educational decisions made?" Additional degrees and participation in conferences and seminars characterize the training needs of teachers in this stage (Katz, 1972b, p. 7).

This study presumes that a new educational approach aligned with the characteristics of the beginning of a teaching career produces stages of development which might be compatible for the purposes of comparison. Launching into

a new type of education, such as open education, means that each teacher enters the venture just as she entered the teaching profession; her talents, capabilities, conditions of health, and personality will all be intertwined into her emergence as a mature teacher in the particular endeavor. Some never make it to maturity. Others remain for prolonged periods in certain stages.

Although placing persons into stages or categories presents risks, the Katz developmental stages were utilized to search for clues to content for training efforts and to topics for possible research.

Concerns of this Study

Such were the principal research bases and the background information for this investigation of teacher behavior in open education. The use of the CORS was the measurement slice of the reality of this study. Documenting events and behaviors, especially in teacher interviews, incorporated another slice of reality for this study. A counseling mode in which the investigator participated in the role of adviser was still a third slice.

Observing teacher growth as recorded by CORS and by interviews, attempting to replicate some of the Evans' findings, testing the utility of CORS instruments as proposed

by Evans, and documenting teacher-initiated changes were the thrusts of the study.

Amalgamating these slices and concerns into a sensible whole as a means of examining the processes of open education was thought to be a plan consistent with the subject under study.

Eight weeks is a pittance in the life of a teacher who has taught fourteen years. Eight weeks is 20 percent of the teaching life of a first-year teacher. Open education had been introduced to MacArthur and Gilbert as a major goal in August of 1971. MacArthur and Gilbert had presumably hosted this incipient movement for three-fourths of a year before this observer began collecting data systematically. As a temporary person, the limitations of the observer's role were realities not always apparent to me. Undoubtedly, important words went unheard, significances were shortchanged, insights drifted unnoticed. In that sense "good" data were ignored, while "bad" data were copiously recorded. Fitting in, while remaining outside the stream of events, was precarious. When several sources repeated similar events, I danced with joy. This information was obviously important. Perhaps it was to them; I was peering through the observer's glasses, not the staff member's glasses. My role did deviate; I was an adviser, an evaluator, a confidant, a

friend, a nuisance, and a threat. Whatever my role, I basically remained an outside observer. What it really means to individual teachers to be thrust with the charge "Innovate," "Be open," I cannot tell even now. I did conjecture, watch responding behaviors, record events, correlate instances which appear to be related, probe with questions, and rate on an empirically tested instrument.

If you and I walked into the same situation, we probably would note different incidents. Obvious circumstances would catch the attention of both of us. We could, after some practice, achieve inter-rater reliability with the Classroom Observer Rating Scale instrument according to the writings of Walberg and Thomas and Evans (1971, p. 220 and 1971).

So, for you as reader, this story must be secondhand: a record of one observer in two schools with six teachers and an accrument of relationships and events.

CHAPTER II

THE CONTEXT

Fannie Gilbert School

An old two-story brick structure with large shade trees all around, the Fannie Gilbert School is located in the wealthy corner of the city. Stately old homes of executives, government officials and diplomats are to the north, east, and south of the school. Across from the school on the west side is a distinguished, private, middle school. The private school, adjacent to an old folks' home, fills almost the entire city block. Beyond the private school and old folks' home is State Street, a bustling shopping area, which also serves as a boundary line for Gilbert School. Enrollment for Gilbert School for the school year 1971-1972 was 190 students.

Adjacent to the school and filling the entire city block are city park facilities. The roads east and north of the school dead-end, contributing to the quiet atmosphere of the neighborhood. On the north side of the school is a fenced-in, asphalt playground with a merry-go-round, slide,

monkey bars, and swing set on the periphery. The ground is cluttered with broken glass, most of which originated from classroom windows. Many of the windows have been sealed up with cardboard; others remain shattered (see Figure 2). On the south side, adjacent to the building, are a parking area and driveway. Beyond the driveway a grassy area (playground and park area) extends to the far end of the block. The large grassy area scattered with trees is seldom used for anything beyond the pleasure of an occasional stroller.

Approximately two hundred feet from the southeast corner of the school is a park building: a home-like structure used for meetings, supplies, and storage. Beyond the structure a wooded area slopes down to the street. In front of the park building, play equipment for the preschool program sponsored by the park district is in constant use. The sand pile, swings, seesaws, and slide are occasionally used by the kindergarten of Gilbert (see Figure 3). As a retreat from the "big kids" area, the play lot delights the kindergarteners.

The building itself is in disrepair. Inclement weather swells the huge wooden front doors making them nearly impossible to open by some young children. Broken windows go unrepaired: a concern of several parents who stop by the school. The broken window problem grew worse as the

Figure 2. Broken windows

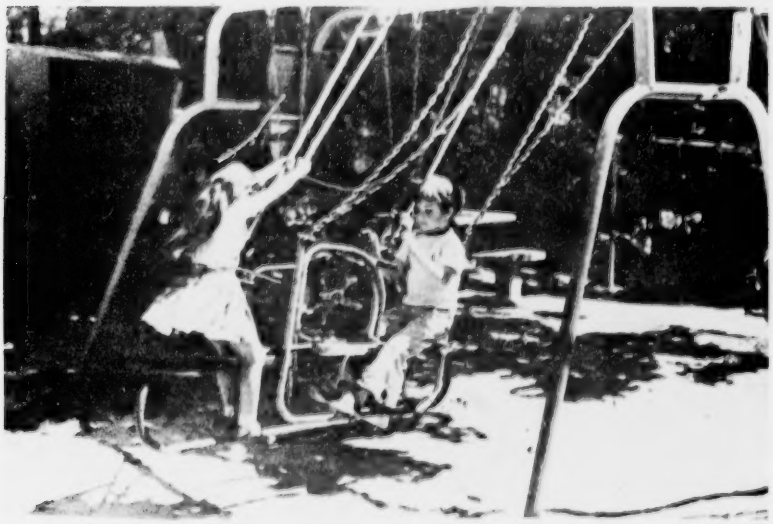

Figure 3. Preschool playground

end of school neared. The girls' upstairs restroom has broken windows, toilets, doors, faucets, and soap dispensers. The high ceilings and dim lighting invite gloomy days to permeate the hallways.

Five classrooms, a supply room, a teachers' lounge, and an office complete the first floor. The second floor has two classrooms, a library, a storage area, a principal's office, a testing-counseling room, and two empty classrooms (one is used for art, the other for project and group work).

A proposal for renovating the school had been submitted by the principal. After its approval, work began immediately to remake the upstairs. The noise of boards and plaster being ripped out was tremendous. The dust concentration in the air increased as the work progressed. As furniture piled in the hall, buckets of plaster overturned, water spilled, and students and teachers attempted to use the area, the learning/teaching conditions became a test of survival (see Figure 4).

The teachers' lounge was highly topical during the period of observations of this study--understandably so. To enter the lounge one walks through a hallway lined with file cabinets and a phone booth. The small hall is the entrance to the main office as well as to the lounge. The room is furnished with broken-down chairs, an ancient couch,

Figure 4. Hall during construction

a sink, a stove, a refrigerator, and a high, long table in the middle. Paint and plaster snowed continuously from the ceiling and walls. Before school was out, an iceberg of plaster had fallen off the wall onto the couch.

The principal was concerned about such matters; she considered the lounge an important place in the life of the school. The principal compared the two school lounges, noting how the Gilbert teachers' lounge differed from the MacArthur teachers' lounge. Gilbert's lounge was not only physically unpleasant, but it seemed to remind her of former times, cliques, and unpleasant struggles in the life of Gilbert School. But changes were to be made--they were committed to open education.

Stephen MacArthur School

A two-story structure with basement, built around the turn of the century, Stephen MacArthur buildings and grounds consume three-quarters of a small city block. Surrounded by old homes and bordered by a heavily trafficked street on the west side, MacArthur is approximately six blocks southeast of Gilbert School. As is true of the neighborhood of Gilbert School, the area has many wealthy and well-known residents, consulates, and several private schools. St. John's Cathedral and its accompanying schools are about one block from MacArthur.

The enrollment at MacArthur was 390 students for 1971-1972. Special education programs, bilingual programs, and the City Recreation Department's preschool program were all operating in the building.

The south side of the building is almost flush with the sidewalk. Concrete walk areas and stairs fill all space between the building and the sidewalk. The east and west ends of the complex are flush with the sidewalk. Thus all play areas are on the north side and are adjacent to private homes located in the same block. The northwest playground, utilized by the primary grades and the preschool students, has climbing apparatus, slides, swings, a sand box, and a concrete block playhouse. The slight elevation of this playground separates it from a smaller asphalt area used by

older students. This smaller area has no equipment but is used considerably. The third area, adjoining the second, runs to the east side of the block and has several basketball hoops and "4-square" areas. Entrances to this area are from the street entrance, one classroom, or via the other areas.

The building complex is an experimental psychologist's delight, a maze. Several additions to the original structure make it impossible to get from some sections of the building to other sections without going up or down one flight of stairs. The area outside the east end of the library and the library itself are also the corridor for the two main sections of the building.

In the hallways the floors and walls are festooned with children's drawings and number lines. One hallway in the first-, second- and third-grade area has an activity center set up by interested parents, students, and teachers. Bookshelves with books brought from home, gaily painted tables, and chairs provide work space for the projects. Posterboards laden with questions and project ideas decorate the walls. Two classrooms are in the east basement. Both are almost double the size of the other classrooms; each has an exit to the playgrounds. The hall between the two rooms has a huge painted checkerboard on the floor.

The teachers' lounge on the second floor of this

same wing sparkles with a cherry orange and white atmosphere as does the principal's office. The lounge and office were a joint effort on the part of students, parents and staff. The lounge has a refrigerator, stove, sink, and soft-drink vending machine. Students frequent this lounge, talking to teachers or purchasing a soft drink. A splashy orange and white print covers all cushions on couch and easy chair. Bright orange chairs surround a large old round table, standing in the center of the room.

The principal's office is in the east wing near the first-floor entrance. White washes the room with colorful stripes running rampant down walls and across pipes and looping around on the floor and walls. A rug square in the middle of the available area defines a conversation area complete with colorful director chairs and all sizes and shapes of children's chairs. A glass front cabinet holds books and supplies in one corner with a coffee pot and cups on a table in another corner near the door. Low bookshelves and desk with a dried-flower arrangement complete the room.

While windows in classrooms were intact, the broken-window problem was almost as great at MacArthur School as at Gilbert. In late April cold breezes blew through the cardboard-patched windows of the library.

Edwina: Principal

The principal of the two schools is Edwina Brown. Married and mother of three children, she has been principal of MacArthur and Gilbert since September 1971. Previously she had worked with the Learning Center of the city. The Learning Center, foundation funded, provides workshops, materials, speakers and consulting services to schools and individuals in the area with an emphasis on open education, individualizing learning, and informal teaching. In addition, Edwina taught in the city earlier in her career.

According to Mrs. Brown, the community of Stephen MacArthur School had fought the school board to obtain her assignment to the school. The community also fought and won the struggle for the reassignment of one of the teachers participating in this study. (The teacher was working elsewhere the first six weeks before she was transferred back into Stephen MacArthur School.)

Edwina, an attractive black woman, immediately portrays confidence and power. She is quick and business-like and flashes temper or humor equally. She displays a countenance of knowing what she wants and how to get it.

She trys to spend mornings at MacArthur and afternoons at Gilbert. The demands of her schedule often shortchange Gilbert in the afternoons. She is seen more often at

MacArthur. Her desk is uncluttered; and almost every time this observer catches a glimpse of her, she is with parents or students or dashing through the halls. Once she sat in the Gilbert teachers' lounge and prodded the teachers to do something about the condition of the lounge. A few minutes later she streaked off upstairs and returned jubilant. She had convinced (or conned?) a plasterer working upstairs to come down and plaster the wall in the lounge--without charge.

Most of her conversations to me center on three issues: (1) giving the teachers the autonomy to change, (2) changing the curriculum and structure of the programs, and (3) her constant work with the community. The community was her primary concern and she spends considerable time as buffer for the teachers from negative outside administrators and pressure groups. The teachers appreciate her efforts.

Billie's Room

Upon entering this fifth and sixth grade room at Stephen MacArthur, one is immediately beset by bewilderment. The room is jumping with activity; people everywhere are doing something. Materials, books, projects and tools are strewn everywhere.

Closer scrutiny reveals a casually dressed adult figure immersed in work. Billie, a white, six-year veteran of the city public schools, masterminds her surroundings.

It is an understatement to say one's first impression is very different from most classrooms one enters.

The double-sized basement room is reminiscent of a kids' clubhouse. Plywood partitions separate areas and moving children join them together. The walls, floors, partitions, and cabinets trail clothing, clay, papers, films, and books--an instructional collage. Students are draped everywhere: hanging out windows, lounging in a pillow-filled bathtub, sitting atop bikes, standing on a stage in the back corner, and sinking in a mire of a salt-flour mixture.

A series of cabinets to the left of the entrance creates a pathway to the middle of the room. These cabinets (see Figure 5) seem to provide additional surface space for stuffing and stacking whatever is to be cast aside or stored. This area and the cloakroom area adjacent to it at the west end of the room could be termed "a fireman's nightmare." This observer is always a bit surprised when lost objects are found. The area provides great hiding places when a group teasingly plays pranks on others. Students seldom remain in this area (see Figure 6).

If there is a location which might be termed as Billie's area, it is a board spanning two barrels in the southwest corner (see Figure 7). Occasionally, a coffee cup is set down or a mimeo sheet she wants someone to see

Figure 5. Billie's room

Figure 6. Billie's room

Figure 7. Billie's room

is picked up. There is a large desk next to this table; but the paper cutter, hot plate, and projects usurp the original intent for the top.

Directly across from the entrance partitions create a room. To enter, one has to step over the threshold and experience the sensation of ducking simultaneously. A stuffed chair, rugs, and pillows line the area. Books spill out of shelves, labeled and ignored. A bathtub with pillows completes the furnishings (see Figure 8). Most often the library is used as a refuge for individuals, pairs, or trios of students. Four is definitely a crowd.

Part of my interest lay in noting the stability of classroom environments. In Billie's room there was a sign-up

Figure 8. Billie's room

sheet tacked by the entrance to the library which read, "Anyone who's interested in reshelving the books please sign up." Books obviously were not in order. There was one name penciled in on the sheet. No new volunteers seemed interested in the task. Eventually other announcements, including items for sale, buried the sign-up sheet. One day in late May the teacher talked about parent interest and pressure in the room. She referred to the now unobservable sign-up sheet and explained that that sheet quite satisfied one mother who was worried about the appearance of the room. She gave a laugh and a final side remark; it must be concluded that the sign-up sheet served a

function similar to plaques which begin "In Memoriam."

The east end of the room differs in mood. Student desks and a strange assortment of chairs create working surfaces for writing and reading activities. Only once during the numerous visits were the majority of students ever seated at one time. A geological time line hanging from the heating ducts above continues over into the area where the class assembles. Occasionally a new marker is added to the line. In the northeast corner a platform surrounded by sheets and batiks forms a stage.

Between the stage and the entrance to the room is a carpeted area often used for the class to get together. It is separated from the entranceway by an eight-foot-high plywood partition. A low built-in bench extends around the rug from the desks to the wall, following along the wall and partition and making its final turn from the partition out into the room parallel to the library wall. The structure is used as a writing surface by those who like to sit on the floor and for seating, lounging, setting up projectors and listening to records. The partition described earlier serves as a back for one side of this bench. A large, round, chest-high cutout, intriguingly invites peeking in or out (see Figure 9).

The room, in addition to the physical structures

Figure 9. Billie's room

and materials mentioned, is one large bulletin board. Papers, magazine notices, reports, admonitions, and requests are tacked, taped, pasted everywhere.

This room was to change during the eight-week period, primarily with additions. Perhaps the most striking event regarding change in the environment was seen on my last visit to the room. Everything was down, only dozens of stuffed boxes indicated that someone had been here. Billie and six or eight students were manning the brooms and dust-pans.

Lisa's Room

The majority of the students are big and tall. There are twenty-five students, of whom ten are blacks and two are Orientals. Activity abounds and the class is loud. The coming of the end of the school year makes them more so.

The fifth and sixth grade classroom at Gilbert is a crowded, noisy place with only a few items other than desks fitting in the tall, second-floor room. Desks pushed together use up about three-quarters of the floor space. The south wall with its double doors, long blackboard, and teacher's file cabinet is the front of the room. Lisa's desk sits in front of the file cabinet and very close to the closet. The west wall has folding closet doors (see Figure 10). The doors are usually open and little study centers are arranged in the three compartments. The north wall has tables, bookshelves, and desks perpendicular to the wall to create activity areas. To isolate little study corners, flimsy cardboard dividers are laced together to form partitions. (As the study wore on, these partitions were more often flat on the floor than upright and were eventually packed away.) The southeast corner is a library area with many books, most of which belong to the teacher. A table and chairs in this corner hosts many groups working together. On top of the one set of bookshelves a pan

Figure 10. Lisa's room

garden is started and later abandoned. Next to the classroom door a rack houses students' work in folders and clipboards (see Figure 11).

Windows across the north wall allow some light, but cloudy days bring a dingy gloom. Vivid green and blue paint brightens the woodwork and contrasts colorfully to the white walls.

The only activity areas arrayed with problems or projects are closet spaces. A desk, chair, and mirror occupy one space, with the resulting self-portraits hung above the closet. The second space has several science projects in progress, and a third has boxes of materials

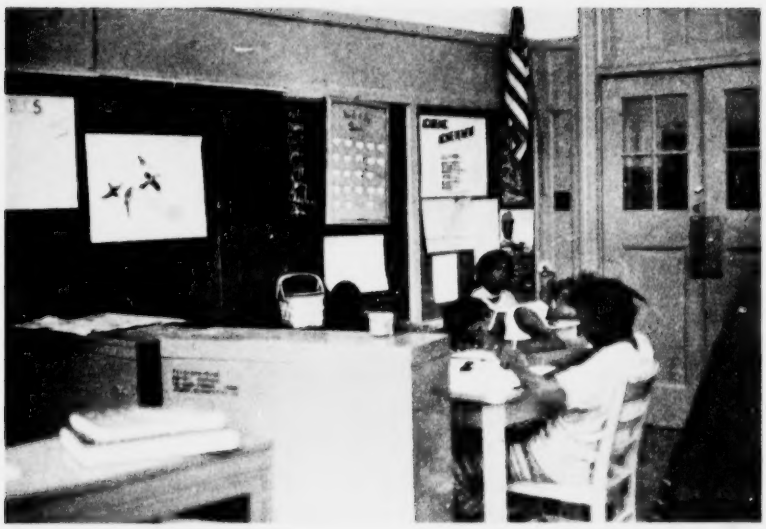

Figure 11. Lisa's room

and equipment such as batteries and paper. The corner next to Lisa's desk is stacked with rolls of kraft paper and other large items.

Bulletin boards contain vocabulary words, announcements, and pictures to encourage story writing.

The desks were rearranged in May, separating most of them into long continuous rows. A few of the plants grew and the students grew more rambunctious.

Lisa, a white, has been a teacher for three years and is the mother of three boys. She was the only teacher of the study living in the neighborhood. She had team-taught

at Gilbert before but describes this year as being on her own. The termination of a provisional certificate and other considerations lead to her resignation at the end of the year.

Catherine's Room

Catherine, a black fourth-grade teacher at Gilbert, comes through one set of the double doors to her room. Holding the door, peering over her glasses, and balancing her open book, she questions whether I still want to observe. "This isn't really an open classroom so it might not be suitable for the study." Arrangements are made to visit at least once and then discuss it.

Inside the door Catherine's desk flanks a tall file cabinet. A thermos bottle and stacks of papers overflow the desk. Bookshelves crammed with encyclopedias stand beneath two bulletin boards containing stories written by the children. The east wall of the room has folding wooden doors which, when open, reveal file cabinets, textbook series, and paper supplies. A blackboard on the north wall has small built-in shelves beneath it. These small cases house books and the children's personal belongings. The two doors are on either end of the room.

The room is small with desks and children filling most of the space. There is only one small area with a circle of a few chairs.

The hall outside the room becomes an extension of the class and its work on a school newspaper. The newspaper, a brainchild of one student, is a long roll of newsprint paper filled with stories and drawings. As news is added, the students work on the floor in the hall.

Catherine, a teacher for fourteen years, extends the space in the room by utilizing a narrow storage room next door as a project area. Dark and cramped, it is used by several groups of students.

Catherine's prolonged absence due to illness halts observations for the rest of the school term. She does return for the last few days of school. The last time this observer talks to her in her classroom, the room is stacked with all the textbooks from the upstairs classrooms. Moving about was almost impossible. In some ways Catherine was an omen. I did not know it at the time.

Betty's Room

The faces at the second grade door peek and then scatter as I enter and Betty hurries forward. "We're making puppets; it's a mess." The young black teacher's "mess" is organized, and it is apparent immediately.

The room, diagonally across the hall from the first grade room at MacArthur, is also old-fashioned and large. The tables are arranged all across the room directly in front

of the door. The western half of the room is divided by furniture. Bookshelves and a moveable bulletin board form one partition; a huge magazine and book display case form another six-foot divider. Within this area are pillows, a rug, plenty of books, and a wicker chair (see Figure 12). Clothespins clip the children's original stories to a wire strung across the area. Animal bones collected during an educational course await classification. Opposite the desk are the cloakroom entrance and Betty's desk. The activity and storage idea continues along the wall to the classroom door. This area is devoted to math and games and has dozens of kits, boxes and manipulative materials. The numerous arranged materials look like a dream come true from educational materials catalogs. The blackboard behind this wall of desks is filled with charts, activity lists and questions. Boxes of rhythm instruments are stored under the desks (see Figure 13).

The other three walls of the room have neatly arranged charts: one, a place to list books the students read; a second for new words encountered in their studies; and the third, a sign-up, check-off chart for classroom activities for each individual.

Jars of pencils and scissors sit in the middle of each set of four desks or tables. Everything is convenient

Figure 12. Betty's room

Figure 13. Betty's room

to the user and easily reached by everyone.

Hamsters reside in a cage on a table, but their scratching noises are seldom noticed over the din of the room.

During the observations, a few desks of offending students are moved, a bulletin board is changed, the puppets are prominently displayed around the room, and the bean crops unfold during their various stages of experimentation.

Sarah's Room

A beautiful smile greets me at the door. Surrounding Sarah are clamoring first-grade wiggleworms. It is hard to notice anything but the people in this classroom at MacArthur.

A painted upright piano opposite the entranceway provides an out-of-the-way location for dropping my papers, coat, and purse. In front of the piano is one easel, well dripped, and big bright paintings are taped to the blackboard next to it (see Figure 14).

The desks are randomly arranged toward the east end of this large, old room. Other than people, the desks prove to be the most changeable parts of this classroom. In the southwest corner is a large crate-hutch for two rabbits known around MacArthur as "Mary" and "Peanut." A mesh wire encloses an area about three feet by three feet in front of

Figure 14. Sarah's room

the hutch. There Mary ponders the lively world about her and how she is going to keep her to-be babies safe from all those kids who crawl inside the wire area to play (see Figure 15).

Sarah, a black teacher in her first year of teaching, has her desk at the middle of the east wall. Flowers, rocks, and toys adorn the top. Many student desks are pushed against her desk. Her desk appears to be losing ground to the force of all those little desks. To the right of her desk is a doorway to a long, narrow cloakroom. On either side of this doorway are bookshelves, stocked full. A small

Figure 15. Sarah's room

area rug scoots around the book area. By the door, a table with workbooks and math materials is often used by Sarah as a perching place.

Cluttered with overturned chairs, books, and papers, the room still provides space for very busy people. During the months I observe, the bookshelves are shoved across the room, near the piano (see Figure 16). A bulletin board changes and the children's new stories are put on the wall. Other than the constantly shifting desks, little else is physically different about the room.

The cloakroom is the hub of many activities. Filing

Figure 16. Sarah's room

cabinets and a table are its furnishings. Its drawing power is the tape recorder, paper and other supplies. Students tutor, play, sulk, read, and hide in the cloakroom. The hall provides both another entrance to and an exit from it.

Less equipment and materials exist in this room than the other rooms visited--noticeably so. The scarcity of materials bothers the teacher. Since she knows she is leaving at the end of school to join her husband in Kentucky, she is bestowing orders for more materials on a successor whose needs or wants are unknown.

Suzanne's Room

The double doors open onto another high-ceilinged room at Gilbert with light streaming in on twenty-two kindergarteners. A bay window on the opposite wall has a high built-in bench beneath the windows. The bay area, approximately ten feet wide, contains a four-foot-high, U-shaped aquarium on an ornately decorated iron base which extends out into the room. The aquarium, long ago unusable, has a neatly labeled garden inside.

The western wall has cabinets the entire width of the room. The northern wall has in addition to the entrance, a tiled fireplace, now defunct, with an old-fashioned mantle. To the left of the door and going along the eastern wall are a storage room, a cloakroom/storage room, and a miniature-sized restroom for the children. The structure of the room evokes a feeling of grand old days unlike the low slung kindergarten classrooms built today.

The eastern end of the room has a huge converted cardboard box, the post office of the kindergarten. Later the post office magically becomes a very busy grocery store. Suzanne's desk is just in front of the restroom. Beyond the desk is a big bookshelf providing scores of picture books. Several low tables pushed together provide the seating and working area.

In front of the fireplace is a long narrow rug which could hold twenty-two children if they are tiny (see Figure 17). In this corner a large, dingy green piano is in front of the cabinets. A small climbing apparatus stands between the piano and the other corner of the room. In this corner

Figure 17. Suzanne's room

reside many different family units who cook, shop, farm, tuck dolls in bed, and iron. One side of the house is bordered by tables and shelves with a hamster named "Cupcake."

Boxes of clothes for make-believe, rhythm instruments, and items collected at home for projects rise to walls filled with paintings of all kinds. A bulletin board displays consonants. Tacked up beneath each consonant is a collection of neatly labeled objects all beginning with that particular consonant. Poetry and music books and the American flag grace the top of the piano. The mantle exhibits lost articles, books, and other items which a busy teacher temporarily sets down.

Suzanne, a young black teacher of six years, meets me at my first visit with many questions about the study. She tells me honestly she does not think she has the strength for one more interruption. Two major medical operations earlier in the year, two kindergartens in two schools, and a student teacher are all she thinks she can handle. After the visit it is agreed that at any time she may drop out should the study become too much of a burden.

Suzanne, always impeccably dressed, speaks in a soft, milky voice to the bundles of molecular energy bounding around the room. Any reprimands to the students are always so understanding--always firm but never harsh.

The kindergarten meets in the morning; and Suzanne's afternoons are devoted to the art curriculum, art supplies, and a tutor program on-going in the school. After her

surgery and the other pressures, it became impossible to handle the two kindergartens and she was relieved of the MacArthur class.

Of all the rooms observed during the study, this room changes most radically. Most of the changes are not teacher-initiated and are resented by Suzanne. For example, parents had volunteered to paint the room. My first observation day was spent observing and eventually helping the class to ready the room. There were so many items to be taken down and packed in a corner. My next visit revealed that only one parent came for the weekend painting. Suzanne, her husband, and the parent worked two days scraping and cleaning the old paneling and woodwork. It was two weeks later before most of the painting was finished so, in the meantime, most of the room remained dismantled while becoming increasingly disorganized. Then a money-raising endeavor, the Gilbert Fair, took place. Suzanne's room became the location for selling all handicraft and resale goods. The room was set up days prior to the weekend of the fair. Days later she was still trying to get her classroom back in order (see Figure 18).

Still later her room was selected as the site for two Saturday workshops. Naturally, no one moved anything back in place when they left. Indeed, additional items

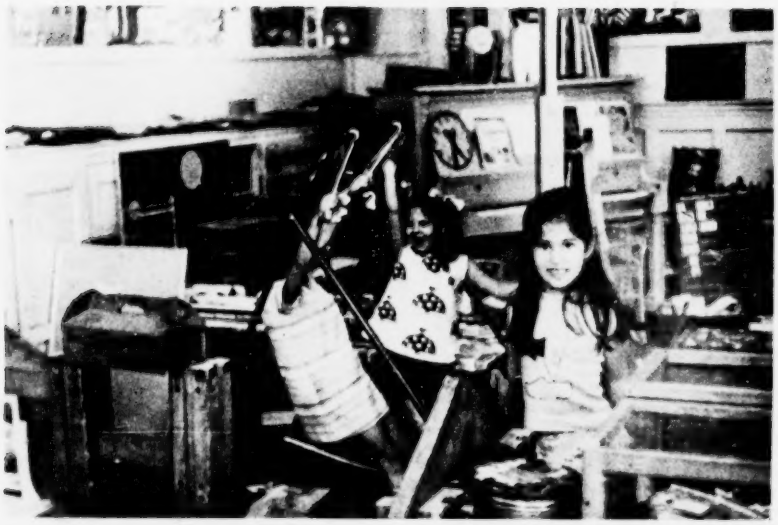

Figure 18. Suzanne's room

such as coke bottles, ash trays, and other meeting artifacts accrued. Her room also served as a party room for the tutors who had worked in the school. Suzanne, increasingly disturbed by these events, worked hard not to let them arrest her class.

These then were the schools and the rooms in which I studied. The people who gave them life understandably enough are a part of the environmental description although an attempt is made to report them in a later section. Too, the researcher has surfaced several times and it would be well to introduce her directly at this time.

Terry: The Observer

The tree-lined streets were a pleasant respite from the honking, haze-bedecked ameobae progressively overtaking the city as we commuters inched our way to our jobs. Job!? I had no job. Only a group of teachers who were willing to study themselves and their classrooms justified my presence among commuters. How could I win their trust? Would I really be able to contribute to them, or would I be just one more interfering researcher? Low key, nonthreatening: these were the descriptors I sought for myself.

Flashes of other classrooms from years gone by crossed my mind during my visits. Training teachers for the Illinois State Gifted Program had taken me into dozens of classrooms; evaluating projects of Title III of the Elementary and Secondary Education Act in Vermont had added many classrooms. Prospect School, as well as several other one- and two-room schools nestled in the Vermont mountains had opened my eyes to what informal or open education could be in practice. I had seen many versions--fortunately.

Notebook in hand, I tackled Gilbert School first because I had not been in the school and knew less about it than MacArthur.

Secretaries and janitors are important to know in schools. I introduced myself, stated my purpose and promised

to report every day. Presumably they saw a young white woman with a continuous smile who was trying to be courteous. One day I visited Lisa's room without checking in with the secretary; I sensed the error of my ways as she hand-carried a note to Lisa and gave me a glance. The several janitors and later on, the construction workers at Gilbert always were able to help me locate a teacher, class, or the principal, if around.

In the mornings, at noon and between other visits, I poked around the buildings, looking casual but busy and not too investigative. I talked to whomever was around at the moment, sat on the outside steps to watch the students arrive, checked in the lounge to see if anyone was present.

During May I decided to practice my newly learned photographic "skills." There were sights that would be difficult to capture without a visual recording. I carried my camera in an oversized basket. I took pictures of students. Their expressions were delightful; the camera was a novelty at school. Pestered by students to take more pictures and let them keep them, I began making extra copies so a child or teacher could have his own picture. Some students took my picture. To most it was a friendly interchange--pictures of ourselves together in school. Because I began taking pictures after Catherine's absence, no photographs are available from her room. (Substitutes should not have to contend

with such interruptions.)

New input assaulted me daily: equalization plans; dilapidated buildings; untold wealth; unacceptable poverty; involved, talented parents; strikes. My previous experiences included these dimensions but never all together in one urbanized package. The urban glaze had penetrated this quiet residential area.

These students were more sophisticated than those I had taught. Traveling around the world, visiting famous museums and galleries, visiting with with local resident politicians, residing near consulates were familiar activities to many. I was experiencing some of these things for the first time; some I may never experience. Although the bused students and I had different socio-economic backgrounds, we were similar in that we lacked experiences common to the neighborhood students. My students in rural Illinois also had never participated in many of the experiences common to these students. Most teachers are, I suspect, less traveled, less worldly, and less middle-class than some of these children.

I was ignorant: I did not fully understand what it meant to teach in the city; I never had my classroom labeled "open"; I did not know what my ratings of their classrooms would mean to them. I wanted them to tell me what open

education meant from their perspective.

Rush hour in the morning did strange things to me. Thoughts about the classes and teachers, other information I gathered were interrupted by stoplights, snarls, detours, and an unconscious worriment with the ever-growing red-yellow haze. What toll does this morning forage take in human resources? How do teachers put up with this every day? So many stimuli, so uncontrollable. The question recurred when classrooms were interrupted with the same aggravating frequency. Sometimes I felt I was the only car in that long parade asking the question.

Rush hour in the evening was worse.

CHAPTER III

THE PLAN

I called Edwina Brown, Principal of Stephen MacArthur and Fannie Gilbert Schools. A series of telephone calls to local educators and their secretaries directed me to Edwina as the principal of an open school.

Yes, she was involved in open education; she had two schools which were moving in the direction of open education. Come talk about a study which might mutually benefit us.

We met; she talked of her schools, of her thirty-three teachers, of her goals and expectations. A meeting with interested teachers from Gilbert and MacArthur was set for the following week during a lunch hour. She would take care of contacting the teachers. The conditions under which the study would be conducted were to be worked out between this writer and the teachers.

The meeting time arrived and six teachers, the principal, a student teacher, and myself sat and talked about what the proposed study might or might not do for all

concerned. A seventh teacher, Betty, joined us half-way through the discussion. Lunch hour over, we disbanded with an agreement that each of them would decide individually their own participatory status. Service in return for time was my promise.

Then the wait. One by one the teachers responded. Six of the seven decided to participate, as did the student teacher. The seventh preferred not to join the study.

The principal of the two schools, six teachers, one student teacher and this writer began the study. We were not isolated, however; others moved in and out among us as we took a look at ourselves and the schools.

The work would begin the week of April 10, the first day after Easter vacation. Even though the principal had three available telephone numbers, it was not easy to reach her. Her secretary finally relayed a message to go ahead and begin. The study was to have a get-acquainted observation with each teacher and then five biweekly observations thereafter.

The initial visit acquainted the observer with the classrooms and the teachers and reassured the teachers about my style as an observer. The visits were kept as scheduled, and I made it a point to comment positively afterwards. In some cases these comments were general in nature: "The class

really seems involved" or "Your students appear to be really interested in the newspaper project" or "There are so many things happening its really difficult for me to keep up." Additional comments offered a sense of sympathy to the teachers: "John must be very disruptive at times" or "John appears to be a really bright child--does this cause additional work for you?" or "Does having all that assistance from universities and parents mean more work for you?" I hoped to allay their initial fears. If we were mutually helpful, perhaps something could be learned. We were trying to establish an "I-thou-it" relationship (Hawkins, 1969).

The observations were structured first, by the usage of the Classroom Observation Rating Scale (CORS), as discussed in Chapter I (Walberg, 1971). Accompanying the classroom instrument was a Teacher Questionnaire identical to the observation instrument except for the use of the first person in the questions (see Appendix C). This instrument was to be completed by all participants before the first observation. In four cases the form was not completed by the teacher until shortly after the first observation. All first observations, however, were made by the observer without the knowledge of how the teacher had rated herself.

The observations were scheduled for entire mornings

or afternoons unless otherwise directed by the teacher. A one-hour observation minimum per visit was requested. In some cases the teacher suggested the stay be as long as the observer wished. One teacher always stated which hour should be observed. After the first observation, it was possible to complete the observation forms within a ten-minute period at the end of the observed activities.

Many cancellations occurred during the eight-week period. Approximately fifteen of the thirty planned observations were cancelled or rescheduled. Only one teacher kept all observation appointments on schedule. Four observations were never made: three because of a teacher's illness and a fourth because of teacher procrastination. The fourth observation, put off because of scheduling problems, finally was scheduled for the last day of school. Although the teacher was present, there were only a few students around and no materials.

Prior to leaving an observed class, a summary of the observed results was given to the teacher. The observer kept a copy for her records and recommended to the teacher that the summary (see Appendix E) be kept for reference throughout the study. The simple summary form was designed by this researcher as a way of feeding back information to the teachers. Avoiding numerical totals seemed appropriate

since concern with numerical totals might detract from more pressing issues. By totaling observation scores into three categories, "Lots," "Some," and "Undecided," the interviews could focus on topics rather than on scores. In retrospect this decision may have tempered conversations about specific dimensions on the summary. The process did allow more freedom during the interviews, freedom which the teachers exercised. As soon as possible after the observation the observer and the teacher met to discuss the results and the classwork. Twenty observations and interviews were held within twenty-four hours of one another. In six other cases due to a variety of reasons including teacher health, the interview was held days later. The structure of the interviews remained flexible for ascertaining influences, concerns and problems of teachers involved in the process of open education. Questions raised by teacher, requests for assistance, and actual behaviors were to be noted by the observer as clues to issues and concerns of the participants.

The observer chose handwritten notes over audio tape records in hopes of catching visual subtleties and in the hope that a more relaxed atmosphere could be created in the interviews.

When I met teachers in the halls or lounges and information suitable for the study was passed along to me,

I played down the immediate importance of these incidental remarks by writing of them later. Since my role as an observer was to include an advisory role, I had to encourage communication--not promote secrecy.

Other information such as books read, workshops attended, and colleague interaction was recorded and watched. Notes were kept on the changing of the classroom environment over the eight-week study. Racial composition of the class, special grouping of students, other adults working with the class were all noted. Information, however extraneous, was recorded for a more complete picture of the classrooms and what was happening in and to them.

When the CORS instrument was used, questions concerning particular items were noted. In some cases the teacher would agree with the item but the school structure did not permit such behaviors. This writer counseled them to respond as the situation existed, not as they believed. Examples of decisions made in classrooms were kept; notes on item difficulties or oversimplifications were noted. Some items were impossible to record during an observation in the classroom; others were present, but constantly changing. The note-taking attempted to capture illusive elements.

Notes were kept chronologically, during the observations. Prior to some observations I would jot particular

items or questions. Sometimes I asked the teacher about the specific question; more often information was volunteered or the answer was observable in the classroom. After the study was completed, information was summarized. The chronological records were regrouped by individuals and events.

Portrayals of each teacher follow: the settings, the relationships, the observations and circumstances of the six classrooms, the principal, and myself in the two schools.

CHAPTER IV

PORTRAYAL OF SIX TEACHERS

More transpired in the two schools than can ever be reported. While the institutionality of school cast its shadow on those bright spring days, the immediacy of human needs and wants continuously pressed on the school community. The shape of classroom life waxed under the influence of that key person, the teacher.

It was difficult for me to reflect on events without specific teachers and their classrooms coming into focus. In this chapter the interactions of each teacher with her class and the observer are described. Each teacher was different as was each classroom and interview. My purpose is to present the essence of these interactions without harming the fragileness of the whole. Reducing information for analysis and communication, hopefully, has not resulted in oversimplification.

My reportage is not slavishly chronological nor are all critical events included. Contemplating my written reactions and notes of events, I mentally relived the

experiences and emotions with each teacher. Each observation had been buttressed with the CORS instrument. The results and teacher reaction to CORS were available. During observations the practice and theory of open education had emerged and submerged. These considerations and information from sources such as the principal, parents, students were intertwined in the contemplation of each teacher. Each simplification wrought its injustice. Each abstraction cast aside important contextual realities. It was impossible. The school life, classroom interruptions, personal problems of teachers, and teacher health had all intricately woven themselves into the observations and interviews. The succeeding six portrayals attempt to synthesize these relationships.

Billie

Billie believed she was in her fourth year of open education of her six years of teaching. She knew her classroom was Edwina's model of what classrooms could be in open education. Billie's ratings on the CORS were highest for this group of teachers. The mean rating for her four observations was 169. This compares favorably with the Evans' study of a mean U. S. open score of 163.17 (1971, p. 21).

Interviews with Billie were as different from the

other five participants as was her classroom (see description of classroom, pp. 26-48). Billie's interviews ranged from thirty minutes to one hour. An unscheduled hour conversation took place in June, quite by chance. The conversation included very personal problems and the effects they had on the situation Billie encountered in school and with the principal. Spontaneous conversations with the other teachers occurred, although they proved not to be so lengthy.

She was the only participant who suggested I read a particular book: How to Survive in Your Native Land by James Herndon (1971). On three occasions she shared materials she had found during her continuous study of open education. She initially recommended a workshop on evaluation that she had heard was to be held although she rescinded the recommendation upon further investigation of the proposed program and its participants. She was the only participant of the study to request readings pertaining to the development of the CORS instrument. She accepted and evidently read the photocopy of Characteristics of Open Education: Toward an Operational Definition (Walberg and Thomas, 1971) given to her by this writer.

She was the only participant to visit a school outside the city during the study. She also attended one workshop held in the city because as she said, "I'm getting

curious about what others think of structure in the classroom." Her comment after the workshop was, "It was no help."

She was seeking outside resources--local and national resources. She questioned and searched. Her searching appeared to be different from that of the other teachers. Late in the year she wrote a letter to Edwina declining an offer to teach in a middle school situation. She announced in the letter that she wanted to teach kindergarten. Teaching younger children was a means for her to try out some ideas she had and test them at a critical age of learning. She expressed concern that a middle school would not give her the depth she was needing to experience. Billie evinced all the characteristics of a teacher in the Maturity Stage of open education.

Many behaviors observed in the classroom concurred with this judgment of maturity. Students seldom sought answers from her, but when they did it was often to a question about another student. "Where is James?" "Did Steve really win the tournament?" "Why doesn't Phyllis want to play with us?" Billie's questions to the students displayed an interest in what they were doing: "Did you understand the fraction lesson?" "Are you guys finishing this project this week?" "Did you find a book on Greece?" When students did ask academic-related questions of her,

the situation often took on the appearance of a tutored session. A keen interest in the individual was valued above an academic interest.

The four black students in the room, however, often were apart from the other students. I questioned her to see if she was consciously trying to change this situation. Billie replied,

> I once had a class, half black and half white. It was really terrific--cause you could mix everybody--but here! How can I do it? How? Of course, all of my kids have the same goals . . . to read and write . . . I don't try to get them to work and play together. If they respect people, they'll do all right. In this situation though, all the Highland Park kids think all blacks are smart asses, and all the blacks think all whites are smart. I hate that.

Billie had chosen not to induce artifically interpersonal relationships. She left them alone.

Billie's restraint seemed to be an important strategy in several other dimensions of the classroom. She was a classic example of restraint in diagnosing. She tactically faded from sight when a child was into some insights of his own. The CORS instrument included only four items in the Diagnosing dimension (items 26, 27, 29 and 33). In Billie's room, as was true elsewhere, observing item 33 (To obtain diagnostic information, the teacher closely observes the specific work or concern of a child and asks immediate, experience-based questions) was difficult. First, to remain

near enough to the teacher to hear student made statements and the corresponding teacher responses was difficult to engineer. Second, a teacher usually responds rather quickly; the diagnostic information she has digested must be inferred. This CORS item does not intimate that the absence of behaviors is desirable. It turns out that diagnosing includes refraining from outwardly diagnostic teacher behavior. The absence of action does not signify the absence of diagnosing. In summary, the Diagnosing dimension should be more than testing, observing, questioning, and correcting students. Diagnosing includes digesting and synthesizing the complexities of a child's growth and development and the environment sustaining that growth. Ascertaining Billie's diagnosing techniques took more probing and examination than could be directly rated by CORS.

Permission was seldom required in this room, first, because there were few rules and, second, because Billie really worked at staying out of many of children's affairs. Many activities resided entirely in the students' domain while an occasional assignment or clarification or announcement would draw the class together.

Billie kept track of the students in a most unusual manner. Questions about what a student needed, where he was, what was bothering him were posed to other students as

well as the student in question. She used them as resources almost as much as they used her. I was struck by how few students went to Billie in contrast to other teachers. She was free to move around, get coffee, talk to me, read some papers. She referred students to one another. She could sit down and talk to the kids as their peers did. Her youthful, casual appearance belied the fact that she was "the teacher." Everyone called her "Billie."

The dimensions of Humaneness and Assumptions reflected abundantly throughout the room were captured imperfectly by CORS. Empathy, restraint, honesty, a "down-to-earth" attitude are not recognized by CORS; nor is reliance on student judgments for teacher action rated, nor can an observer score adequately teacher behavior which responds to divergent values and ideas. These are nuances of reality which a revised CORS might probe fruitfully.

The spatial arrangement of the room was an excellent indicator of the atmosphere. Sprawling, casual to the point of careless, typified the room. Imaginative partitions, benches instead of chairs, and items unique to a classroom were available for student use.

Usage, however, was a troublesome aspect to observe. The reverse-scored item 3 (Materials are kept out of the way until they are used under the teacher's direction) and item

24 (Materials are readily accessible to children) are difficult to judge apart from one another. In Billie's room these two items were more difficult to rate. Billie was the highest scorer of these two items for she had literally hundreds of materials in the room. They were there for use by the students at any time. The messy storage of many materials made usage nearly impossible. They were "accessible" by most standards, but they were seldom used, probably because the arrangement was so cluttered and equipment so scattered.

Billie's room was spacious and conducive to the alterations it incurred. The amount of space available was an important variable for the arrangements observed in the various classes. Although no set model exists for arrangement of open classrooms, much of the literature is suggestive of common usage areas, activity centers, and a de-emphasis on group teaching. Billie used a large portion of the room for large and small group activities. The room also had one area for individual seating space which had been requested by the students. Billie's large group area was attractive, comfortable, and quite suited to group get-togethers. The reverse-scored item 11 (Desks are arranged so that every child can see the blackboard or teacher from his desk) implies value to learning- or activity-centered arrangements

f rooms. As Billie's room illustrated so nicely, it does seem important to ascertain whether facilities for large group activities are suitable. In doing away with large group areas, classes are often ill-equipped to work together when the need arises. Billie's large group area was always in use: accommodating large group meetings and a central lounging area.

When we compared her first Teacher Questionnaire with my first rating, I questioned our discrepancies on item 46 (Teacher has helpful colleagues with whom she discusses teaching). Billie appeared to have excellent rapport with Mark, her student teacher. Didn't she consider Mark a colleague? "No," she responded. ". . . he is in and out. He's not around for faculty meetings so there isn't a lot of continuity for colleaguism. In fact, that's a reason I'll probably leave teaching at MacArthur . . . not having colleagues to work with. Other schools have teams working together . . . but not here."

The colleague question was puzzling to others as well as to Billie and me. For most of the teachers of this study, colleagues were not within the buildings. Colleagues and persons who were helpful were elsewhere. In my search for who were colleagues, I often asked if the teacher had observed another teacher in either of the two buildings.

Not so surprising were the results of these questions: only Catherine had officially visited another teacher within the two buildings--and that was early in the fall. I considered myself a colleague; in two classes I apparently was the sole in-classroom adviser.

In addition to Mark and myself, Billie had at least one other graduate student observe during those last eight weeks of school. Her classroom was also the subject of one local television program. For six days the television cameras recorded life in her room, in preparation for the show.

Billie also had several parents visit and help out while this observer was present in the room. Billie viewed parental involvement with ambiguity. She had come from a wealthy neighborhood similar to the Highland Park area and felt she understood the neighborhood. "These parents want the best for their kids--but it's not to interfere with anything that they want them to have. They want the best of everything." At times she fought the parents head on; at other times she softened her stance. She modified the impact of parental pressures by creating participatory roles for parents in the classroom. Her purposes were more to persuade parents of the reasonableness of the ways of her classroom than to tap their talents for the development of the students.

The Evaluation dimension was impossible to observe so questions were asked. "What about evaluating and documenting of student work and the class?" Billie reported conferences with students and parents to be her solution to the evaluation problem. She pulled out a computer printout of test results that had been prepared through the school district. The results which she found useful were broken down by concepts for each student as well as the class. "I've tried everything but haven't found anything that really works--index cards, notebooks, everything. I hate to ask kids to do too much evaluating and documenting--it encourages guilt when they don't meet their expectations." Billie, who has traveled many roads in open education, was still grappling with the evaluation dilemma.

Billie was successful in much that she did; she was paying a price. She struggled with the value systems parents imposed in the classroom. For a while I was uneasy--about what, I could not be sure. The most satisfactory answer I could find was that she was internally fighting almost everyone except perhaps the students. Fortunately, I did not confront her with my hypothesis.

Billie's personal problems tumbled out one day; another day she burst into the teacher's lounge crying, upset by parents and the school situation. Moving into

another apartment during the latter part of May and writing a letter to Edwina turning down the job they had both planned for her typified the precipitous manner in which she was dealing with circumstances. At the end of school she talked of touring the Baltic countries; the week after school was over she was gone. She had traveled to Greenland for the summer.

Billie trusted me; and I believed in Billie. She was not searching for techniques or methods; she was researching philosophies and complementary values. She used me as a sounding board for her ideas: seldom requesting answers, just responsiveness. To another person she spoke of this study as ". . . an evaluation of the implementation of open education. It takes you from one place to another. That's also what open education is for kids." Some beliefs she uprooted; others she righted. Vibrance and clarity she extracted.

After school closed, I could not locate Billie. True, she had not completed the second Teacher Questionnaire; but the study had other missing pieces. Finally in November, through a tenuous link of individuals, we talked by phone across the country. Sure, she would complete the Teacher Questionnaire. Scribbled across the returned questionnaire came a message: "Letter to follow soon! Want to see and

talk--I've grown so much--Teaching is really different now."

Me too, Billie.

Lisa

While observing Lisa the first few times, I repeatedly wondered how she would ever finish out the school year. It was truly a fight for survival by students and teachers alike. The class was dissolving in front of my eyes. Katz's description of the Stage I or Survival coincided with Lisa's behavior. She was a third-year teacher but, as she described the year, "It is my first year on my own." Before school let out, she was able to maintain control of the situation and redeemed herself within the structure of the classroom. Her mean score for five observations was 132.

The first observation of Lisa's room revealed that Lisa assisted students to the point of taking over. Students did not have to work and they knew it. If they procrastinated, Lisa would explain and complete the tasks for them. The students did not have to assume responsibility for learning and thus did not initiate class activities. Her interactions during the first three observations were principally instructing and reprimanding.

In the CORS instrument such behavior was rated in the reverse-scored item 38 (Teacher takes care of dealing with conflicts and disruptive behavior without involving

the group). Item 38 is a puzzler. Teacher styles of handling conflicts varied. When conflicts involved the whole class in several classrooms the teacher response was often loud and punitive. Such a response would thus be scored higher than when a teacher reprimands or punishes an individual. This should not be the intent of the question. Open education literature suggests that "conflict is recognized and worked out within the context of the group, not simply forbidden or handled by the teacher alone through punishment or exclusion" (Walberg and Thomas, 1971, p. A-41). The item differs markedly from the original statement.

The first interview held immediately after my first morning in her class was interrupted within five minutes. Before school had begun that morning, I had witnessed a student rush tearfully from Lisa's room to Edwina for comforting. By noon (the time of the interview) the student and her mother were waiting for a talk with Lisa. After the parent and student left, Lisa explained the situation: she and the student had had troubles all week and Lisa had "cracked down" this particular morning. The interview after this interruption was brief. Lisa said she did not expect any different responses from the results of my first rating of her class: the class was developing and could not have high results, yet. Lisa expressed a hope that during the

study I would react to specific events.

The second observation for Lisa was eight points lower than the first. This observer can only conclude that the second observation confirmed the chaos that was apparent in the first observation. During the second interview Lisa expressed a desire that I offer suggestions to her--"I'm not where I should be, but it takes time."

I gently tried to tell Lisa that, when she assisted students, she also did their work. As a result they expected her to do the work. Lisa pondered my statements while I mentioned specific incidents in the classroom which reinforced what I had told her. She was not sure, but she indicated she would think about the situation. Then I turned the conversation by making a recommendation. As a suggestion for encouraging students to work on their own and an attempt to limit Lisa's influence in what the students worked on, I recommended a "contract" system for special projects. Suggesting that she take two or three good students and have a trial experiment, I hoped to structure an activity she could successfully administer, and one which would assure student success. She did try the contract system with three students. The end results were most pleasing to her, and the students successfully completed the projects they planned. Lisa did not follow the contract system entirely, however.

She worried that the students would not finish so she added a requirement of a parent signature to the contract. This was to assure her that the projects would be finished.

There are open-education enthusiasts who would frown on the use of "contracts" in an open classroom. The school year was too near the finish to turn about the past. Lisa needed to take very small steps in the classroom; too much was awry to correct everything. A contract with two or three students did not require substantial reorganization or restructuring. Contract usage, if successful, might reassure Lisa of student abilities.

I gave Lisa two suggested formats for the contracts. She designed her own, based on the two examples. Later in our discussions, she reported completing additional reading and an intention to study further the use of contracts in the classroom.

In that second interview Lisa also discussed changing the "free time" from the first activity of the day to another time of day. I agreed. Starting each day with the free time in this classroom was setting a disasterous tone for the day.

By the third observation, I should have been prepared for the sixth-grade situation. I was not. Lisa came over to me twice during the observation and right to my face said, "See what I'm saying? Do you understand?" She became so

flustered at one point that she stammered over her reprimand.

She began the third interview by telling me she was leaving school at the end of the year. The conditions of a provisional teaching certificate and the demands of her family made it impossible at this time to attend the necessary classes required to maintain the certificate. Lisa talked of many things that day. I was glad to be there as a listener--if that was what was needed.

She was concerned about the class. She did not want to fail anyone; she had chosen to revamp her grading methods as a means of encouraging her students. She gave grades no lower than "Cs." She tried to make learning pleasant for them by doing away with red pencils while correcting student work. She thought the students would take pride in their work if red marks were not everywhere. Such procedures did not work--in Lisa's words, "They don't care."

She continued, "Children are not sophisticated about critiquing. They really don't have the maturity to carry it off well. They just don't seem to be ready for evaluating themselves." As was mentioned earlier, Lisa did not allow the students to make many decisions. Such problems with evaluation and critiquing were only symptomatic of other problems in the class.

Observing Lisa's students I had to give a high

rating to item 8 (Children work individually and in small groups at various activities). If an observer ignores the substance and quality and does not question what the "various activities" are, the question is easily rated. Quality is not a requirement for a high rating.

Another item in the CORS deserves discussion: item 42 (The children spontaneously look at and discuss each other's work). "Discuss" is a critical word in this item as is "spontaneously." Negative criticism is easily heard. Perhaps a restating of this item could be "The teacher encourages the children to look spontaneously at and discuss each other's work." Children in relationships with peers often react spontaneously. My observation was that such spontaneous behavior, especially positive reactions, in general, disappear gradually as I move up through the grades. This might suggest that along the way their spontaneity is diminished by someone or something. Children's interest in their peers does not seem to diminish with age. Negative criticism in classrooms can be fostered by the absence of positive criticism. In the beginning there was no positive criticism in Lisa's room.

Lisa's highest rating was the fourth observation. Prior to that observation, Lisa had restructured activities for the remainder of the year. Lisa had selected three

humorous plays for the class to dramatize for the school. Lisa evidently liked dramatics and had had experience in the field. She glowed with enthusiasm at the diligence with which the students worked on the plays. The advent of the plays was preceded, however, by Lisa being absent from school with a strained back. The plays redeemed the classroom situation.

Lisa had a dual role as a parent of a student at Gilbert as well as a teacher. Her attitudes toward parental involvement were ambiguous to this observer. She had the pressures of two roles; she had had altercations with parents the previous year; she had some serious problems with students which necessitated parental conferences. Occasionally one parent worked in her room with handicraft activities. These events appeared to be the substance of parental involvement in her room.

Lisa's interviews grew long and involved. The third and fourth interviews were two hours long. If there is a Katz stage of Survival, Lisa was in it. She did not seek outside resources; the immediate problems were too pressing. In the last interview I asked her if she had personally changed during the year. Lisa replied,

> I seemed so busy opening up the classroom that there was a paucity of exciting things like literature, plays, etc. I want to do more reading. In the morning paper I read an article on contract teaching. They

> incorporated a lot of academic subjects. It was a good article . . . I have a lot to do to improve.

She searched for answers to some of the more blatant problems in the class. She often placed blame of the situation on the immaturity and inability of the students; but she also continuously questioned her ability to teach--especially in open education. As a listener and observer, the information load was sometimes overwhelming.

By the end of the study, Lisa had rated herself five points lower on the Teacher Questionnaire. Her first rating was 149; the second was 144. She was the only teacher to have a lower self-rating on the second questionnaire. Her doubts and self-honesty seemed to be reflected in her ratings. Lisa had described open education as being a ". . . state of mind. I'm not sure I'm the kind of person who can teach in open education."

Catherine

Initially Catherine objected verbally to some of the values being espoused in open education. In the study group of teachers, Catherine was most vocal about open education. She tried a few ideas, but she announced that she was not open. Perhaps this announcement was a way of absolving the differences between her room and others; perhaps it was a declaration against the movement toward open education. Who knows? Recurring ulcers hit Catherine mid-May. Only

two observations were completed for her because of her illness. Both observations resulted in exactly the same score--137. The variation of activities reflected by the observer via ratings were not available for Catherine.

Three interviews were held with Catherine. The third interview was at Catherine's home at the end of her summer activities. This interview permitted the researcher to obtain a second Teacher Questionnaire; to catch a glimpse of how Gilbert's summer workshop had gone; and to see how Catherine viewed the school year since, as observer, I was not privy to this information during the study. When this two-hour visit was included in time spent with Catherine, total interview time with her almost doubled.

Catherine was not convinced of the value of open education processes. Catherine did know some things though: she did not like to "make Jell-O in the classroom"; she was successful with her students, and she prized studiousness and academic achievement. Suzanne's description of Catherine is apt; "Catherine is good, very good . . . and she knows it. She's changing a little. She has a style that works and she will continue so." Lisa, who initially appeared to disagree with Catherine's strict operating style, once remarked, "Catherine is doing this kind of thing (providing creative activities in addition to the academics) but I'm not doing

as well as she is."

Catherine accepted parental involvement with raised eyebrows, a twist of her head, and a shrug of shoulders. Parents existed, they were in the schools, and she watched them with resignation. She smiled agreeingly to parents and complained of the complications of their presence to observers. In Catherine's last interview she commented on item 40 (The teacher is in charge). "Yes indeed, sometimes I wish I were. There were so many interruptions." Catherine was accustomed to directing the class; observers, parents, visitors usurped time and activities that she considered important.

Catherine did have other observers. An undergraduate student observed and assisted in her room the second semester. This young student talked of the class and Catherine. Catherine was good but there were constant interruptions. (Shades of Catherine talking?) Catherine also had a student teacher during the year.

Once I posed the question: "How do you keep up with the students' work?"

> Well, at night I record all the student work in a black book. It takes time. I was up until two o'clock last night. That's not good. I don't believe in letting it slide . . . I personally need to know what's happening. I'm held accountable you know, in the long run.

Catherine, while keeping up with activities, was wearing herself down. This second interview was the last one during

the school year. Recurring ulcers resulted in Catherine's absence for a substantial portion of the remainder of the year. Catherine's balancing of parents and other adult figures within the context of her classroom, while being slowed down in attaining her goals, may have brought on the reoccuring ulcers. Perhaps the directives for change brought ulcers. A dozen other events could have triggered her. Catherine vacillated between disagreeing with open education and acknowledging that the students benefited from some of the activities encouraged by this type of education. She appeared to be caught between two value systems, both of which she tried to honor--neither of which she could accept fully.

Catherine's ambivalence between values reverberated in her reaction to items in the CORS. For example, she did not recognize item 11 (Desks are arranged so that every child can see the blackboard or teacher from his desk) as a reverse-scored item. After reading the item, she commented, "With tables some students have their backs to the teacher. This isn't good." Catherine rather liked straight rows of student desks; her clustering of student desks was frustrating at times to her style of teaching. Changes beget changes if one is not careful. Physically rearranging a classroom may lead to reorganizing the instructional

processes. The simplest avenue is to revert to the tried and true. Catherine kept the clusters of desks.

Item 2 (Each child has a space for his personal storage and the major part of the classroom is organized for common use) suggests that activity centers might replace a general area of desks where all students go to work. This was not observed in most rooms. The interpretation of spatial arrangements varied among classrooms. All of the rooms in this study were older, pre-existing structures. In Catherine's room, as was true in three other rooms, the space remaining after table or desk space was provided for students was dependent upon the size of the students. Both Lisa's sixth grade and Catherine's fourth grade were crowded with many growing students, in contrast to Sarah's and Betty's rooms with the smaller-sized first and second graders. I doubt that Catherine or Lisa could have created enough space in their rooms for large group get-togethers.

Clarifying the word "materials" in item 12 (The environment includes materials developed by the teacher) would be valuable to future observers. Bulletin board displays designed by teachers is a very narrow interpretation of this question. In Catherine's room a lower rating would not have reflected my reservations nor does it clarify what would have been useful. There were teacher prepared displays

in this room. Catherine had a language area for the purposes of encouraging writing. The content and challenge of this area was a "one time" event. Students are not prone to return to a bulletin board and write a story about a picture that has been displayed for four weeks or longer, especially when the board is the only problem posed in the environment. Usage of activity centers in this fourth grade room as well as other rooms was limited by teacher established schedules, ill-designed centers, and the challenges posed through the center. Instructional quality was a factor which should be considered in ratings of teachers.

Item 10 (Children are not supposed to move about the room without asking permission) was another reverse-scored item that typified the shadings of behavior an observer had to rate in the CORS. Movement is only one aspect of this concept. Some classrooms with movement also had eating, singing, and dancing. Catherine's students could move about if the movement was part of their work or it was not disturbing Catherine. If the movement was judged disturbing to other students, it was halted. Movement did not include these other "movement" activites. So although movement was permissible, "adult-like" movement was expected.

Catherine and the third-grade teacher grouped their students for reading. Each morning for about an hour the

students went to their respective groups. Within each group Catherine worked with basal readers and vocabulary. She enjoyed the abilities and diligent work of the fourth graders as well as the third graders. Catherine prized studiousness and academic achievement.

> I'm used to straight rows of desks and kids working hard. But kids and parents are different now . . . I send my son to a private school. They are strict there--and he works hard . . . I know for sure he's learning a lot--he may not get some other things, but he works hard, does well, and is learning.

Both of my ratings for her on item 49 (Academic achievement is the teacher's top priority for the children) were a 4 (strong frequent evidence). Catherine marked her first Teacher Questionnaire with a 1 (no evidence) for item 49. Catherine's second rating changed to a 2 (weak, infrequent). Whatever Catherine perceived as her top priority, is an unknown. She did however, have a deep personal concern for her students. She was tough in reasoning with the kids; she worked hard and expected them to do the same. She was a curious mixture of toughness and gentle caring. Within the teaching-learning structure, she gave of herself.

I was convinced Catherine would drop out of the study. Reiterating that she was not an open teacher, she put off the second observation with a series of cancelled appointments. May 9 was the second observation; May 11 was the second interview. Her attack of ulcers interrupted the

study until the last interview, held at the end of the summer.

She did, however, complete a second Teacher Questionnaire even though most observations were not made for her. She was the one teacher who had the largest positive change between the first Teacher Questionnaire and the second Teacher Questionnaire. Catherine had rated herself twenty-four points higher by the second questionnaire. Plausible explanations for such a change seem necessary, especially when Catherine's repeated remark was, "I'm not an open education teacher": (1) Catherine's teaching had been extolled by the principal in a staff meeting at the end of the year; (2) the principal believed Catherine to be one of her better teachers; (3) Catherine had recovered from her bout with ulcers and was feeling physically better; (4) Catherine completed her second Teacher Questionnaire at the end of the summer after she had attended the Gilbert workshop. She reported the workshop to be really helpful and informative. Her self-perception of herself and her teaching had a new perspective by the first of August.

While in Catherine's presence during the course of the study, I felt that she was interested in the study; when I was away from her I had doubts that she had ever wanted to participate. During that last interview and the ensuing luncheon she had in her home, a relaxed, confident Catherine

was reassuring to me. Did I contribute to her dilemma at school? Probably. I was glad I had backed away from pushing the study.

Betty

Betty had six years of teaching behind her. This class was her first attempt at open education. She knew there were pressures from Edwina to be changing in the direction of open education. Of those just starting out in informal teaching, Betty had adopted more of the physical trappings of open education than did the other teachers. Betty's mean score for five observations on the CORS was 140.6.

As described earlier (refer to pp. 37-40), she had a reading and reference area, a science and math display, and a variety of language arts activities to be selected by students each day. Most equipment and materials were out all the time; no new activity areas appeared although new projects were added. "Centers" may be partially inaccurate; a grocery store "effect" more than arranged centers was the means of presenting equipment and materials. Activities were chosen by students, but only within those Betty-determined blocks of each day. At the end of each academic time block, most materials were put away and another subject introduced or begun. She stopped and started the class according to the

posted schedule.

She did the same for the observations and interviews. An observation was always scheduled for one hour. Most interviews were allotted predetermined time spans and announced by Betty. My total interview time with Betty was one hour and forty minutes, the least amount of time of all teachers.

Interviews with Betty made me regret initially the unstructured approach I had chosen. The first two times we met, interview time was devoted to repeating the purposes and procedures of the study. More procrastination and the study would be over before we ever dealt with open education and the classroom. I went to the third interview armed with questions--about students, structure, time arrangements--anything which would instigate a discussion. That interview was a breakthrough in our discussions, though only a few of my preplanned questions were asked. First, the activities observed in the class were less "staged" for my benefit; second, Betty questioned a dimension which started the interview. Betty questioned the dimension "Seeking Opportunities to Promote Growth." She was concerned about what could be seen by an observer in the classroom. We examined item 44 (Teacher uses the assistance of someone in a supportive, advisory capacity) and item 46 (Teacher has helpful colleagues

with whom she discusses teaching), the only two items included in the dimension. Betty correctly perceived how difficult it is to assess without probing into out-of-school contacts and studying for an extended period of time where teachers go and whom they use as resources.

From this question we moved to other aspects of implementing open education. In interviews with other teachers I found the same phenomenon: the point at which a teacher asked for specific information or help, changed the interview to a working, problem-solving venture. In Betty's case the situation was more obvious. Conversations with Betty were always more "guarded" than with the other teachers, but we did converse after that first question.

Betty questioned another dimension of the CORS: Assumptions was an area she wished to improve. What was it that gave her the lower rating in Assumptions? We looked at the description of Assumptions: "Ideas about children and the process of learning. Many ideas are stressed such as children's innate curiosity, trust in children's ability to make decisions, and so on" (Evans, 1971, p. 6). Betty had questioned her rating of Assumptions. I reported to her that my rating of the dimension Assumptions had not been as high as she expected because she offered choices in class and then restricted which student could choose which activity.

She indicated some concern about her behavior and in the final Teacher Questionnaire rated herself lower than her first self-report.

She took one step at a time. She offered students choices of activities at particular times. Betty had concentrated her efforts in open education in the language arts. Mathematics was the next subject she wished to change. I remarked that her organization of the language arts must have taken considerable time. Yes, it had; from September until November.

Betty's fielding of student questions and comments differed from the other teachers. Students often lined up to talk to her. Their questions went unrecorded by this observer, but the general tone of the questions was that of management-decision requests. "Should I color the Star of David?" "Do I staple this now?" Betty usually responded in one or two words while turning to the next student. The classroom kept rolling and busy. She described the classroom ". . . pretty dependent; they don't do much on their own."

Betty had a board with language arts activities from which each student daily selected three activities. This system was rated by CORS item 7 'Day is divided into large blocks of time within which children, with the teacher's help, determine their own routine). Betty's room exhibited

many signs that choices of direction were student selected. The choices were not changed, however, nor were the students redirected when their decisions were successes or failures. The choices appeared to be management of many students in one subject area. In three other classrooms choices were offered to students on a regular basis. Only in Billie's room the area and time of student-selected activities were not limited. Accommodating all types of student schedules was not seen in even the highest rated classrooms on this item.

Item 4 (Many different activities go on simultaneously) complemented item 7. Betty and the other teachers rated high on this item, but to consider the source and direction of the activities would have lowered their scores. A question which goes beyond what is rated in item 4 is whether the different activities are <u>teacher</u>-initiated or <u>student</u>-initiated. Betty offered only certain activities; students could then choose from those activities. The sources of initiation were more pronounced in classrooms such as Lisa's; but Betty's room was the model--the room which illustrated the importance of distinguishing among sources of initiation.

Betty had the most visible and intricate record-keeping of the six classrooms. The second-grade students checked off lists when work was completed, signed a master

chart of books read, signed up for activities and recorded when they were finished. Record-keeping was up-to-date and available. The CORS had two items pertinent to Betty's record-keeping and evaluation. Item 47 (Teacher keeps a collection of each child's work for use in evaluating his development) was significant because Betty not only had products but a record of sequence of activities. However, the information Betty gleaned from these records was difficult to rate during an observation of the classroom. For item 48 (Teacher views evaluation as information to guide her instruction and provisioning for the classroom) an observer must probe into the teacher's cognitive processes or observe day in and day out to be able to note when and how the teacher assesses the environment and students. Viewing information as a guide and actually using information as a guide are two different behaviors. The distinction is not made in CORS.

In this study, feedback was provided to the teachers after each observation. As an observer it was not always apparent that the information was utilized in the classrooms. I was startled during the interview in which Betty referred to the dimension of Assumptions of the observation instrument. She indicated she had considered this dimension during the instruction I had observed. There was no visible means for

me to have known that information about the Assumptions dimension had been utilized by the teacher. Specific classroom techniques suggested by the adviser/evaluator were sometimes observable in other classrooms.

In Betty's class a very bright, articulate boy made a point to converse with me each time I was in the class. Subjects of our conversations varied; his depth of understanding concepts of physics, evolution, and geology astounded me. One day he took me on an adventure into space. A moon landing was only the first stop on our itinerary. The sounds and simulations outdid the Houston Space Center. This fantasy was charged with currents of excitement for both of us; yet fantasy is not included in our assessment of classrooms. Fantasy remains virtually dormant as a recognized mode of learning and teaching in elementary schools; not to include such vitality is losing a piece of the classroom puzzle. In the original study of the construction of the CORS several items listed in Diagnosing were later deleted in the final instrument. One of those deleted items was, "Fantasy is valued; it is another way of knowing about the child and a means the child may use for learning" (Walberg and Thomas, 1971, Appendix B, p. 2). Reconsideration of the item seems waranted for such an item also would be compatible with ratings of the teacher's Assumptions and Humaneness.

Two additional items in Diagnosing, which were eliminated from the final instrument, also need mentioning: (1) Diagnosis is based upon attention to the child's thought processes more than his solutions, and (2) Errors are seen as desirable, as a necessary part of the learning process because they provide information valuable to further learning. Rating these two items in classrooms would add to our picture of classrooms. A conscientious elementary teacher diagnoses hour after hour in the classroom. A continuing behavior, such as diagnosing, would seem to merit more attention than the four questions in the CORS currently give.

Betty's room also had visitors. Another graduate observer attended Betty's class during this eight-week period. She had several visitors stop by while I was in the classroom. Only one example of parental aid in the classroom was given: one father typed stories dictated by students. Betty did hold both spontaneous and scheduled parent conferences.

Betty sometimes appeared to be working under pressure--perhaps of her own making? I asked if there were pressures to do this kind of work? "No, no real pressures. Edwina gives a lot of support. She takes care of a lot of parents and pressures. I did feel them before. This year I think the parents are with me." Betty had answered this same question somewhat differently to another visitor in the room.

In the final analysis I tend to think that both answers were part of her complete feelings. A tentative, but special invitation to attend a workshop had been received by Betty just prior to my asking the preceding question. In part, the workshop invitation appeared to have spurred on her confidence in what she was doing in open education.

After the third observation in the room, I wrote, "I think Betty has trouble with control and organization. Her over organization is her means of controlling emotions and energies of kids. Productivity can then be seen. She can account for it." If her organization was a "coping" mechanism, it was also a means of allowing her to go on and try other ideas. She was able to keep the class moving and at the same time to try out new activities.

In the last interview Betty talked of item 40 (The teacher is in control): "Sometimes I don't feel that I have control." She had a tight rein on activities, discipline, and students; but she didn't always "feel" in control. Her intense pace of opening the classroom amplified these feelings.

The examples of initiating activities, handling student questions and arranging time and space illustrate her management of the classroom. She had worked out how to survive and was balancing specific problems successfully.

She was not searching for survival techniques. Indications were that she might be a teacher in Katz's Stage II or Consolidation. She was examining and contemplating new methods for several subjects, including mathematics and science. If this searching is part of Katz's Stage III or Renewal, then perhaps she was phasing into a new stage. Most of her questions (which were few) to this observer/adviser/evaluator were of a more specific nature than is suggested by Katz's third stage. Betty attended a science workshop prior to these observations; the collection of animal bones acquired through attendance were near her desk awaiting use. She was re-introducing a plant unit that reportedly had been tried the year before. The previous attempt had not been successful and she had quit the unit. She appeared to be attacking specific problems of organizing and attempting to teach in a more open manner, within her limits.

She was seeking occasional on-site advice; she was focusing her attention on specific problems in the classroom; and unsuccessful classroom activities were being retried. Katz's recommended training needs for a teacher in Consolidation are: on-site assistance, access to specialists, colleague advice, and consultants. In addition to the tentative seeking of advice, Betty also reported using friends from other schools for support. Although my role

did not develop to any sustained interaction about issues, Betty appeared to be searching for some classroom answers in her own way.

Betty's first rating of herself on the Teacher Questionnaire was 136. Her second rating increased ten points. When questioned about the observation ratings, Betty replied, ". . . I have tried to work on some dimensions as I told you. It surprises me that we're about the same--or you're higher. I don't know what changes I would make, but this has made me think about how I run my class." As we departed from that last interview she told me, "I enjoyed this. I hope it helped you."

Sarah

Sarah was a first-year teacher although the previous year she had taught in the Teachers Core. She suspected she was selected for MacArthur School because of her philosophy of education. Sarah's mean score for all observations was 153.2. Her first Teacher Questionnaire score was 149; her second completion of the instrument totaled 161.

Sarah believed in what she was doing; she continuously pointed out examples of behavior for which she was striving. She watched each student carefully. Sarah often commented on the development of particular children: the language development of three students, the emotionally disturbed child

who was receiving psychiatric care, the self-esteem a girl was developing. The room was noisy and aswirl with movement. Kids were eating, talking, teasing. Sarah usually flashed a beautiful smile, touched students, and listened intently. She praised profusely. I did not know what to make of all the activities. I had no idea what happened in the classroom to promote reading or math.

After the first observation, I asked about diagnosing; she was so attuned to the students. "I work with moods. Children's motivation and interest are related to their emotions. I try to capitalize on these emotions. You don't wear out their interests that way."

Sarah was beleagured with student questions. She also received many question-statements, such as "See what Andrew and I did?" "May Kiril and I help Anna?" "May I bring my cousin to school?" Sarah's students appeared to have made a decision before they questioned. Sarah would praise and pause. She often allowed the dialogue between student and teacher to terminate at the discretion of the student. She devoted full attention to the student to whom she was talking.

She asked what to do with a non-English speaking student. The child was beginning to converse in English with peers but refused to do so with Sarah. I suggested

that Sarah have the child teach the class Portugese, her language. The child might have to use English to do so--and it would help her esteem in the classroom. Two other students were tutoring this child in math; she could tutor in Portugese. Then Sarah pulled out manila flashcards which the parent of another student had made. The cards with Portugese and English were ready for just such a trial. "That fits with what my husband suggested. He would have her teach me. Your idea goes beyond that."

In general Sarah asked few questions of this observer, other than about particular events observed in the classroom. As an on-the-spot adviser this type of question is easily dealt with. In classrooms where philosophical and value systems enter into the questioning, the answers or suggested solutions are not so easily provided: a different style of advising is necessary. Sarah typified the teacher Katz describes as being in the second stage or Consolidation of teaching. It was Sarah's first year of teaching; she was more than surviving.

I posed more questions to Sarah than to the other teachers. In retrospect, I think this behavior had to do with my search for the dynamics of the class. Perhaps it was my disbelief that she could be so confident and casual about what she was doing and yet apparently be quite successful.

Our interviews were always brief and interrupted by students. Altogether we talked only two hours and forty minutes during interviews. Sarah expressed more satisfaction with her performance as a teacher than did those teachers whose interviews were two and three times as lengthy. Neither the CORS nor I had much to contribute to Sarah's functioning and I believe she found less use for an adviser at this time. Sarah sought me out to share joys of the classroom.

Probing for her views and insights, my questions included: How did she structure the classroom? Did she consciously attempt to create cohesiveness in the classroom? Is open education feasible for all? How did she begin the year? What information would be helpful to her?

Sarah felt first graders must have some structure, "I don't have them sign up for free time like some teachers, but there is structure in their subjects." Sarah had workbooks for students, but they worked at their own pace and usually at the times they wanted.

Sarah reported attendance at one workshop--which she found reassuring. The speaker talked of the need for structure in open education. "He told us a structure is something to be free within." Structure was a dilemma to at least five of these teachers. Their self perceptions, their teaching capabilities, and their assumptions about childr[illegible] dominated

their interpretations of structure in the classrooms. Sarah was comfortable with a structure which permitted students to move freely among each other and their work. My initial confusion about "what the class did" was quelled after several observations. The series of observations revealed the unevenness of working patterns among students and the value of self-selected, quick periods of studying. The filler activities around the essential learning times served as energy-releasing, socializing, and personal development strands which were woven into the whole of the class. Sarah had summarized the class early in the interviews. Continuing observations confirmed that her behavior concurred with her beliefs. She had goals and sensed that she was achieving them. "My primary goal is independent thinking of students. I feel I am accomplishing this." There was a cohesiveness among the students which she reported she worked at creating. She thought open education could be for all but that it was laden with middle-class values. The teacher's role was the key to creating open experiences for all students.

Sarah viewed parental talents differently. She tried to further the program of her class by parent talents. Typing stories for students, creating Portugese flash cards demonstrating the baking of bread were a few of the talents she called upon. Sarah was the only teacher in the study who

actively praised parents and their interests. She sought parent involvement. Sarah explained this attitude as the out-growth of her work before teaching. Her role in a community social work agency had taught her the necessity for viewing a child as a whole: a child with a home and a life outside the classroom. Whatever the source of her attitude, her handling of parents was different from some other teachers in classrooms.

Of Edwina's leadership she commented, "She has confidence in what we'll do. She has this school together. And she protects us. She runs interference from outside groups, tries to get us what we want, and is always out looking for more money." Edwina conveyed trust in Sarah's work; Sarah herself trusted most people anyway. Sarah illustrated the satisfaction of teachers who know where they stand with the principal. Other teachers who were not as confident of principal approval sensed less support. Those teachers searched.

How did she get started?

> I didn't make kids sit down--they have to move around. I let things come from them, that lets me know about them. And I make sure the kids come first, always. I try to give them my attention. It doesn't take a minute--and it can mean so much.

Sarah did what she reported. A personal interest prevailed in her room. It mirrored in student behaviors to other

students. The CORS had one item assessing this aspect of the classroom. Item 25 (Teacher promotes a purposeful atmosphere by expecting and enabling children to use time productively and to value their work and learning) was easily observed. In rooms such as Sarah's, where the teacher promotes the value of students valuing other students' work, are quite different from classrooms where teachers encourage the value of individual work.

Sarah lamented the absence of materials in her room; she would love to have more books, record players, and certain auto-tutorial materials. As I considered several items of the CORS, another characteristic of schools was reiterated. Item 1 (Texts and materials are supplied in class sets so that all children may have their own); item 6 (Manipulative materials are supplied in great diversity and range, with little replication); item 9 (Books are supplied in diversity and profusion [including reference, children's literature]); and item 13 (Common environmental materials are provided), are all related to numbers of materials and the diversity of materials in a classroom. The ratings on item 6 seemed to be associated with, one, the length of time a teacher had taught and, two, the length of time a teacher had been involved in open-education endeavors.

The diversity of materials present in at least five

of the six classrooms did not begin to compare with those classrooms taught by British teachers this observer had seen. Materials were scarce in Sarah's room. Accessibility to materials available through the school seemed related to length of teaching in this particular school system. So a first year teacher who also was just starting out in open education was almost certain to be without supplies. By not pooling classroom materials in a school (either throughout the year or at the beginning) and by not encouraging teachers to exchange materials and ideas, educators should be surprised that teachers operate in isolation? Our system reinforces such behavior.

Suzanne

Suzanne had taught for six years. Suzanne said that teaching in a kindergarten was similar in philosophy to her interpretation of open education. "I participated in this study because kindergarten teachers expect to be open by the very nature of the kindergarten and its setting. I'm not working at being open--I assume I am. I want to find out if I am." Suzanne's mean score for five observations was 146.8. Her first Teacher Questionnaire total was 156. Suzanne rated herself one point higher the second Teacher Questionnaire, a rating of 157.

The first observations were complicated by interruptions

and other demands of Suzanne. The first observation for the purposes of using the CORS was cancelled. That Friday morning had brought the news that parents were painting the room during the weekend. Suzanne was dismantling the room while juggling with teaching. We arranged to have the first observation the next Friday; I volunteered to remain in the class and help her. Suzanne seemed pleased with the offer; I read to the students and then took them outside while Suzanne readied the room for the painters. A curriculum meeting in the afternoon devoured what time she might have had to work on the room.

The next scheduled visit, our first observation, disclosed that the room had not been painted. Only one parent had shown. Suzanne, her husband, and the parent had scraped paint all weekend but had not progressed to the painting stage.

My first two interviews with Suzanne were held during lunch at a nearby cafeteria. Suzanne's curriculum responsibilities each afternoon made lunch time the most suitable meeting time. Valuable time was taken from the interview, but the idea of getting the teacher and myself away from the school, seemed basically good. Our first interview was over before much was said about the class, Suzanne, or the CORS. The second interview at the same cafeteria resulted

in Suzanne asking several questions about specific items on the CORS. Suzanne believed item 2 (Each child has a space for his personal storage and the major part of the classroom is organized for (common use) to have two parts. The first half of the item she disagreed with (for kindergarteners at least); her students hung their coats in the cloakroom; they had no need for additional personal storage. She agreed with the second half of the item. Suzanne's insightful comments regarding item 5 (Children are expected to do their own work without getting help from other children) were a useful reference for observing teacher behavior in other classes. Suzanne said item 5 could be answered in two ways: it depends upon the work and its purposes. As I considered her comment in other classes, the expectations of children did vary. A teacher who conscientiously diagnoses and instructs is undoubtedly more flexible than suggested by item 5. There are children, tasks, and situations which benefit from an individual working entirely on his own. A balance between social interaction skills and individual endeavors is more appealing as a goal for an open environment than this reverse-scored item suggests.

Suzanne reported marking herself low on item 9 (Books are supplied in diversity and profusion /including reference

books, children's literature/). "I have only story books." To Suzanne I explained that non-fiction books and poetry books were included in my interpretation of item 9. Such inclusions in the rating seemed admissible.

Item 26 (Teacher uses test results to group children for reading and/or math) caused Suzanne consternation. "We don't have testing until after kindergarten--except once, and I'll tell you about that some time," Suzanne stated. She did tell me about kindergarten testing in a later interview. The district dicta had been that all kindergarten teachers must administer an individual test to each kindergarten student. After struggling with the testing for weeks in her two kindergartens, Suzanne finally protested to the principal. She later discovered that other kindergarten teachers had never begun the overpowering task of administering individual tests. The situation was undoubtedly more frustrating to know that all kindergarten teachers were under the supervision of a kindergarten consultant who had not come around. At the time of the interview, mid-May, Suzanne still had not seen the kindergarten consultant.

Suzanne reported item 34 (Teacher bases her instruction on curriculum guides or text books for the grade level she teaches) to be a hard item to rate. The district had a curriculum guide for the kindergarten which included reading

readiness goals and phonetic goals. Suzanne did not always follow the guide, but she knew Edwina wanted her to do more in these two areas than was suggested by the guide. Suzanne was resisting the idea of directing most of her energies to first-grade readiness. In a later interview she commented on this topic again, "I've been thinking about kindergarteners and what they can do. Edwina wants more readiness. I feel play is very important--expecially when it has a direction. These children need time for themselves."

Interruptions kept intruding in the kindergarten. A boutique shop for the Gilbert School Fair (a money-raising endeavor) had been located in Suzanne's room. She had dismantled her room for the fair; and after the event was over, the fair had been dismantled in her room. Several workshops were conducted in her room when students were not present. Suzanne, disgusted by the confusion, wanted to take a day off. She had already suffered from migraine headaches during these last days of school.

The third and fourth interviews with Suzanne took a turn for the better. First, they were two hours and three hours in length, respectively. Suzanne announced that the previous two interviews were helpful and she considered them worthwhile school activities so we met in her room during her scheduled curriculum time. Questions about open education

and how to coordinate the classroom were the main topics of these interviews. Suzanne was examining her behavior and her beliefs.

"I can see that I'm pretty structured as compared to this," referring to CORS. Suzanne was stymied. She heard the calls for change, she expressed a desire to grow; but she was not sure of what values and dimensions she had to internalize in order to grow. She believed herself to be right. She was willing to change, but only if it were reasonable and acceptable to herself. She reported that Edwina had not watched what she (Suzanne) did in the classroom; but Edwina exhorted her to "innovate." She did not want to innovate without a purpose and a direction. She concluded this conversation with a question to me, "Do you have any suggestions for ways I could change the room?" I picked up on a comment she made about student choices and talked by means of questions about the possibilities of increasing the learning or activity centers. Expanding the number of choices in the room would permit several occurrences: (1) more time could be spent in student selected activities; (2) new and varied skills and activities could be introduced through centers; (3) she could provide reading readiness activities to those who were ready. I was about to ask her if she had read Dr. Voight's book on

learning centers that some of the teachers were discussing (1971). Instead, Suzanne asked me about the book. We continued to talk. I also pointed out to her that the amount of time she spent in teaching to the class as a whole affected the observation ratings I made. She would think about these comments.

Suzanne was competent, organized and gentle. Qualities associated with the Humaneness dimension of the Walberg and Thomas (1971) study were personified by Suzanne. If she were freed from all the external aggravations of the school situation, Suzanne undoubtedly could bring thoughtful and meaningful experimentation to the classroom. Because of the many disturbances she wondered how I could see what was available in her room--the task was not easy.

There was one incident that must not go unmentioned in the story of Suzanne's room. She had done considerable work in the class with beginning consonants and sounds. After introducing a sound or consonant, the letter(s) were placed on a bulletin board and the children could bring in any object beginning with that sound. A bandaid, a container of water, a picture of a wagon were brought in. The board was already full of items, but additional items trickled in. One day a woman pushing a carriage and child entered the room. Suzanne greeted her; she spoke no English. Margaretia, a student, skipped up and told Suzanne this was her nurse and

her brother. "How do you do," Suzanne greeted her, then threw a quizzical glance my way. I said hello and then with many smiles and head noddings the woman and child left. Later in the morning Suzanne stopped the class, turned to Margaretia, and said, "Tell us what sounds you brought to school, Margaretia." Indeed, it was a baby, a brother, and a baby buggie.

Suzanne giggled, apologized, and continued what she was doing. Such an episode cannot be considered only in an item such as item 19 (The environment includes materials developed or supplied by the children). Item 30 (The emotional climate is warm and accepting) and item 50 (Children are deeply involved in what they are doing) reflect other dimensions of the episode. Somehow the depth of interest in students, the pondering of events, and the disclosure of teacher errors were not captured by the CORS. Perhaps such aspects are immeasurable; they do dramatically affect the in-class relationships.

Suzanne, as did Betty, maintained a traditional "room mother" role for parental involvement. Volunteers from the ranks of the mothers were solicited to care for the class hamster during extended weekends and for chaperoning and driving on field trips. Several mothers stopped in and visited; she also occasionally called a parent when she

believed they needed to work together for the benefit of a child.

In our last interview Suzanne reviewed the summary sheets I had placed before us. "I had a lot more trouble completing it this time . . . I think that this second self-report is a more honest appraisal of my work now that I understand the dimensions better." I then asked her about any changes she was contemplating for the next year. "Well," she replied,

> Some will depend on what I'm to teach and whether I'm still teaching. But I really do want to work on setting up more areas for the children to work and play in. Also, I'm sure to have to do more reading readiness so I'll have to include that and work out more activities. I really don't want to be "old-fashioned" and I do want to change as long as I understand what it's all about.

CHAPTER V

REFLECTIONS AND SPECULATIONS

Discussion of Quantitative Outcomes

Open educators with a desire to measure their programs have little to use in the way of empirically tested instruments. Walberg and Thomas' Classroom Observation Rating Scale (CORS) emerged on the research market as this study was being planned. Since CORS was one of the first available, I surmised that many individuals would be putting it to use. This study contributes things which should be said about its usage.

The first summary comment to be made regarding usage of CORS is the need for a manual. The CORS pilot study recommends careful training for observers (Evans, 1971, p. 28). The pilot study also offers the instrument to anyone who wishes to use it. Minimally, it needs a manual. Scoring, suggested usage, and useful hints and recommendations regarding the instrument's characteristics need to be brought out of the depths of the pilot study and reported in concise form.

Beyond this minimum need for a manual for administration, a training manual and perhaps a film would be helpful. The instrument is not self-explanatory; which items belong in what dimensions is not all self-evident.

My second major recommendation would be correcting certain items listed in the pilot study and subsequent writings by the authors. At the present, totaling scores for dimensions can be ascertained only by using several affiliated sources. Item 40 is a mysterious floating item placed in different dimensions, depending on which related studies one reads. Item 36 in the Evaluation dimension should be reverse-scored to be consistent with most open-education literature.

Comments regarding usage have been made throughout the report of this study; summary comments follow. The dimension of Provisioning is the largest segment of the CORS. This observer found that ratings on Provisioning items remained relatively stable throughout the study--an observation which might be attributed to the fact that the study was conducted during parts of the last three months of school. (Perhaps classroom routine established earlier in the year contributed to the stability of observations?) Although the greatest variation across observations within one dimension for any teacher was in the Provisioning category, very few noticeable or significant changes occurred within each

classroom environment. The literature on open education suggests a fluid movement in classrooms. Since flexibility and complexity of learning do not seem to be congruent with an unchanging environment, interpretation of movement would seem to include environmental surroundings as well as people. This may suggest that flexible and varying environments might be included in the instrument as an additional indicator.

Understandably, the Provisioning dimension with the greatest number of items (24) had the largest scores of all dimensions. Among the 5 observations for each teacher, the largest difference in Provisioning for any teacher was 19 points. The smallest difference for any teacher in Provisioning was 4 points. All other ratings for teachers in the remaining dimensions ranged from 0 points to 5 points. The unequal distribution of items among dimensions may have contributed to the small differences rated in all categories other than Provisioning.

The standard deviation for the total scores of the first observation of the 6 teachers is 12.25. The standard deviation for the Provisioning dimension of the first observation of the 6 teachers was 8.70. The other 7 dimensions combined contribute only 3.45 to the standard deviation of the total scores. The total scores of CORS appear to be influenced by the weighting of the Provisioning dimension.

Researchers desiring greater emphasis placed on dimensions other than Provisioning must look to other instruments or revisions of the CORS. Table 1 shows the greatest differences for each dimension among all observations of teachers.

Table 1.--Greatest differences by dimensions for all observations of each teacher

Dimensions	Total Items	Billie	Lisa	Catherine	Betty	Sarah	Suzanne
Provisioning	24	12	4	5	19	11	14
Diagnosis	4	2	3	0	5	2	3
Instruction	5	4	2	2	4	4	1
Evaluation	5	4	4	4	4	4	4
Humaneness	5	1	4	1	2	2	5
Seeking Opportunities	2	2	3	1	2	2	2
Assumptions	4	2	5	1	2	2	4
Self-Perception	1	0	1	0	1	1	1

A more subtle effect may have been present, however. In the dimensions of Diagnosing, Evaluation, and Seeking Opportunities to Promote Growth and occasionally in the Instruction dimension, the information required for an observer to give a rating necessitated asking information from the teacher. In this study the repetition of observations

in each classroom permitted observed differences in behavior from one time to the next to be rated. Questioning and probing of teachers about their Evaluation, Diagnosing, and Seeking Opportunities to Promote Growth were not repeated each time we had an interview. Asking a teacher for information is more obtrusive than is observing. Instead, I looked for evidence of changes and confirmation of the information the teachers gave to me at the start of the study. The interviews were unstructured in order to allow the teachers to express issues they considered important and to capitalize upon the misconceptions as well as the insights in their interpretation of the CORS. Repeating the same questions of Evaluation, Diagnosing and Seeking of Opportunities to Promote Growth would have pre-empted their initiation of issues in the interviews. If the study were to be extended over a year or more, perhaps these questions could be asked without the interviewer appearing to give special consideration or emphasis to any one dimension. Further, in an experimental vein, the categories could be randomly probed by the interviewer.

Items in the Diagnosis dimension which usually needed additional questioning by the observer were item 26 (Teacher uses test results to group children for reading and/or math) and item 29 (Teacher gives children tests to find out what

they know). These two items plus two others comprise the Diagnosis dimension.

In the Instruction dimension only one item of the five required statements from the teacher. Item 34 (Teacher bases her instruction on curriculum guides or text books for the grade level she teaches) was observable if texts were used. The portion of the question devoted to the curriculum guide was more difficult to ascertain unless the teacher was questioned.

All items in the Evaluation dimension made further investigation by the researcher mandatory, either by questioning or examining school or teacher records. Those items were item 35 (Teacher keeps notes and writes individual histories of each child's intellectual, emotional, physical development); item 36 (Teacher has children for a period of just one year); item 43 (Teacher uses tests to evaluate children and rate them in comparison to their peers); item 47 (Teacher keeps a collection of each child's work for use in evaluating his development); and item 48 (Teacher views evaluation as information to guide her instruction and provisioning for the classroom). The items could be rated infrequently by observation alone.

Both items of the Seeking Opportunities to Promote Growth dimension required additional information from the

teacher or other personnel in the schools. Those items were item 44 (Teacher uses the assistance of someone in a supportive advisory capacity) and item 46 (Teacher has helpful colleagues with whom she discusses teaching).

If the length of the above list of virtually unobserved items is disconcerting to a reader, a more disconcerting fact should be mentioned at this point. A cursory glance at Appendix F, which lists items by dimensions in the CORS, reveals that, except for the Provisioning dimension (with twenty-four items) no more than five items make up any one of the seven other dimensions. Many of the smaller dimensions are those requiring additional procedures beyond observing in the classroom.

Walberg and Thomas (1971, p. 14) discuss this "unobservability" phenomenon:

> Obviously, all the characteristics cannot be seen and accounted for through observation alone. An observer may need to interview teachers in order to check his impressions and obtain information of those specific characteristics (such as use of a resource person) which do not happen inside classrooms with sufficient regularity to make it likely that an observer would see it in a couple of visits. In addition to the observer's collection of data, the teacher, given the same series of specific, concrete statements, would be able to report her own behavior and attitudes. For each teacher, the two administrations of the instrument could then be compared.

An interview to gain information not observed seems appropriate. The information should not be included in a <u>classroom observation</u> instrument. The information gathered in an interview

could possibly be rated on the same or similar dimensions--but it is not an observation rating.

The Walberg and Thomas study (1971, p. 15) goes on to say:

> Bussis and Chittenden proposed dividing the internal resources of the teacher into two themes: 1) the teacher's perception of self, and j) the teacher's perception of children, the nature of knowledge, and the process and goals of learning. In our analysis, they are treated similarly to the other themes, yet they are recognized as unlikely to yield information from observation alone. In planning instruments, information concerning this area would probably best be sought through interview and questionnaire forms.

This statement is important in that the authors reinforce some intuitive doubts one experiences with one's first examination of the instruments. Observable items are scarce in certain dimensions. For example, one item, 45 (Teacher tries to keep all children within her sight so that she can make sure they are doing what they are supposed to do), is the sole basis for rating a teacher on her self-perception. As an observer, I would prefer eliminating a dimension such as this rather than "defending" a summary score based on one question--especially when the subject is so personal as the self-perception of a teacher.

One other dimension I stumbled over time and time again, as an observer, was Humaneness. Bussis and Chittenden (1970, p. 49) have written:

> The topics of provisioning, diagnosing, seeking professional growth etc. describe some ways in which the teacher is an active contributor; but it is the nature of the human relationships (the qualities of respect, honesty, warmth) which appear to be central in understanding how the adult and child can work together.

I strongly concur. It is the act of rating persons and summarizing their humaneness that disturbs me. The Humaneness dimension is made up of five rather unusual items. (Items particularly unusual as characteristics of a teacher's humaneness are items 16 and 40.) While preparing summary forms that were to be given to teachers (see Appendix E) I changed the wording of the description of the dimension Humaneness. The Evans' study had worded the dimension as "Humaneness: teachers have characteristics such as respect for children, openness, and warmth" (1971, p. 6). Changing the word "have" to "show" was the best change I could make without changing items. As implied in the quotation of Bussis and Chittenden, the human relationships are crucial. The Humaneness dimension would gain new utility if items relating to student humaneness in the classroom as well as teacher relationships were assessed.

Four teachers received higher ratings by the observer on their second scheduled observation. This trend was congruent with the additional information gained by the second observation. Most information which was not visible to the

observer had, by the second observation, been ascertained from the first interview. Three of these ratings from the observer were the highest the teacher would receive in this study. These highest ratings appeared to be congruent with the particular sessions the observer watched, that is, they had a face validity. By the third, fourth, and fifth observations, most "productions" put on by the teacher for the observer's benefit had dissipated--possibly because the final days of the school year became sufficiently hectic that plans were not as carefully executed. It is possible that the activities being observed in the latter observations revealed problems subtly present earlier. Also, the occurrence of certain teacher behaviors due to the paucity of their repertoire, the frequency of teacher presentations reducing variation of methodologies seen, and the air of "the year is over" contributed to the lower scores after the second observation (see Appendix A for observation and Teacher Questionnaire totals).

The mean scores of these teachers placed them between the mean score of U. S. traditional teachers and the mean score of British open teachers of the Evans' study. Evans reports the mean scores of 21 U. S. traditional teachers at 117.46 with a s.d. of 19.59; the mean of 21 U. S. open teachers at 163.17 with a s.d. of 14.08; the mean score of 20

British open teachers at 160.80 with a s.d. of 13.07 (1971, p. 21). The mean score of the 6 teachers in the urban school was 144.79 with a s.d. of 21.80.

A "Mean Squared Error" score was derived for the first Teacher Questionnaire and the first observation as well as for the second Teacher Questionnaire and the last observation. In both instances, the discrepancy between self-reports (Teacher Questionnaire) and observer ratings was considered as "error." (Lack of three observations for Catherine reduced the teacher number to five.) The first Teacher Questionnaire and observation scores produced a Mean Squared Error score of 102.2. The second Teacher Questionnaire and the last observation scores resulted in a Mean Squared Error score of 75.2. This suggests that by the end of the eight-week period the teachers and observer were slightly closer in agreement than at the first observation.

Teachers rated themselves lower on the first set of Teacher Questionnaires than they did on the second set, completed eight weeks later. Only Lisa rated herself lower the second time. (She was also the teacher with the lowest mean score for all five observations.)

Prior to the study it was hypothesized that teachers with higher observation ratings would ask more questions and request more assistance than teachers with lower scores. Higher scoring would require more consultative time from the

observer/adviser/researcher. This was found to be only partially true, at best. Self-perception of the teachers' goals and the attainment of these goals seemed to be positively related to length of interviews. Scores of the CORS were not as related to length of interviews.

The CORS presented problems as a checklist or point of dialogue for teachers. The instrument gave us focus, but only on two occasions did we actually use information from the instrument to clarify or assist procedures in the classroom. The instrument did provide a subtle training procedure. A teacher reading and reviewing the items will "pick up" some of the attributes of an open teacher implied by the instrument. The instrument may have also reinforced behaviors of teachers who thought they were on the right track. There was no way of assessing such influences in this study.

The utility of the instrument as a basis for survey of a large number of classrooms cannot be judged by this study. The classrooms observed in this study illustrated several excellent appearing procedures, not considered especially in keeping with the open-education philosophy but present in most classrooms. This instrument might be more useful if expanded to encompass the four quadrants of the Bussis and Chittenden teacher contribution schema (see Figure 1, p. 6). Silberg and Thomas state, "A composite

ideal must not be viewed as a prescription for any real teacher" (1971, p. 68). Any test or instrument with an "ideal" score (i.e., 200 on CORS) has an implied prescription. An instrument which would permit any one of the four characterized classrooms mentioned previously to emerge as a direction of the classroom would be more suitable as a non-prescription instrument. Walberg and Thomas have enabled us to make a beginning to such an effort.

Suggestions for the revision of CORS have been presented. A conceptualization of a new instrument, based on all four quadrants of the Bussis and Chittenden schema of classrooms has also been suggested. A third type of instrumentation, for the exclusive use of teachers in open education, seems necessary. If the CORS was a subtle training instrument (as suggested in this chapter), a self-administered, self-scored checklist of relationships within the classroom might be constructive for teachers in open education. Concepts that could be included in the instrument would draw upon the Humaneness dimension. The checklist could include such behaviors as: student humor; expressions of fantasy; teacher emotions, including crying; valuing of other's work; sharing among individuals in classroom. (The problem with such an instrument is: eventually such an instrument will be utilized as an evaluation technique "against" the teacher.)

A well-designed instrument could by inference be a training device.

Discussion of Qualitative Outcomes

The role of the researcher as adviser and observer. In this study the role of the adviser was generally passive. Listening, sitting in on classes, and occasionally questioning were the dominant modes of behavior. When requested by a teacher, I also reacted, suggested, responded. Following up requests for assistance was my means of actively advising.

The role as observer was active. Overt classroom events required immediate synthesizing by this observer. Covert classroom behaviors demanded inferring more than synthesizing. Analyzing events within the context of the whole milieu was necessary--but energy consuming. The dynamics of the institution, the innovation of open education, and the "internal" teacher all vied for consideration. The extraneous events--sometimes creeping in, sometimes intruding abruptly--complicated the observation tasks. Various "stages" of progress in open education were visible among classrooms.

The task of the observer was complicated by the visibility of the variation of intraclass teacher behavior. I mentally placed classroom observations beside interviews to examine the context of teacher statements. Teacher

statements and aside comments gave informal clues to internal frames of reference of the teachers. Bussis and Chittenden are correct: those differences of horizontal and vertical teacher growth do surface; the self-image (or horizontal teacher growth) is the more difficult to see. The sorry truth is that an observer cannot assess the inner teacher. Instruments, sensitive advisers and observers, checklists, and attitude scales combine forces to give more complete descriptions of the intricate forces interwoven in the teaching of open education than can any single approach. CORS is too general and simplistic to highlight those nuances of the classroom and teacher. An observer/adviser can portray information for the teacher via such instruments as the CORS. The shortcomings of such information must be conveyed; doubts must be raised; and beliefs that the teacher is the only person who can help herself must be reinforced.

Gilbert and MacArthur were typical schools. Oh, the broken windows may not be found as often in rural or suburban areas, but the schools did possess characteristics familiar to most who work in public schools.

Willingly--and in some cases, I suspect, unwillingly--these six teachers were involved in open education. During the study, information was collected from the teachers on issues, problems, and sources of joy to them. (One weakness

of the study is the absence of descriptions of where the teachers thought they were when they began this endeavor. They, as well as myself, know it takes time to create an open school: change takes more time than eight weeks or one year.)

Changing the physical environment does not accomplish the task of becoming open. Rating the physical attributes of a program is too simplistic. Open education, more than many another "innovation," does scramble the familiar structures and sequencing within the schools. Arrangement of furniture and materials in a classroom is encouraged though this is insufficient by itself. Open education challenges role definitions of persons. The substance of changes sought is in relationships: relationships among young, old; black, white, red, yellow, brown; parent, teacher, student, community. From a teacher's viewpoint, Lisa declared open education to be "a state of mind."

Other adults in the schools. Evans reports that "far more adults were present in the U. S. open classrooms than in the other two groups" (1971, p. 15). The other two groups of the Evans' study were twenty British open classrooms and twenty-one U. S. traditional classrooms. Certainly, many adults were present in the six classrooms of this study. The purposes of the adults in the room varied, and their contribu-

tions differed. In sum, the question must be raised whether their presence aided or abeted the quality of life in the classroom functioning.

To an outsider the parade of district consultants at the end of the year made one almost believe there was a consultant for every teacher in the building. There was no factual basis for this during the study--far from it. Despite the irregular appearance of the numerous district consultants, there was another group of adults floating in and out of the classrooms. These were student observers. The presence of these observers in the same classrooms as this observer may have been due to the principal's personal identification of classrooms which were developing an open education philosophy. The demands of these observers differed, as did their roles in the classrooms. All exacted time and energy from the teacher. In three, possibly four classrooms, this observer sensed that the first view of the classroom had been staged on behalf of the observer. If this perception was correct, then the additional weight of pressures to perform must be added to the time demands required by an outside observer. Whether or not the perceptions were correct, the fact was that outsiders were entering and exiting the classroom environments.

The issue of utilization of aides and other adult

figures is glossed over by teacher training agencies. Teachers have not had specific training or guided experiences in the use of other adults. The practical experience of the situation can be a mode of training, but quite inefficient if other concerns or problems are more pressing for survival of teachers within the classroom.

The parental influences Gilbert and MacArthur encountered have not been experienced in many schools. A cursory view of bookstores and magazine stands reveals a plethora of handbooks for parents and women's magazines featuring articles indicating a growing, personal interest by parents toward schools. If this interest and awareness continues, more schools will come into direct and uninitiated relationships with parents. This increased participation could develop simultaneously with increasingly strong teachers' organizations moving on a collision course with their boards and their publics.

We know very little about what influences parents create or could create within schools, about how school-home partnerships will affect curriculum. We can see and talk about such influence in Britain, but what does it mean in American schools? How will our teachers be affected? And the students? What relations will be promoted if parents flock into our schools but all "sign in" first at the principal's

office? How will teachers "cope" with toddlers and nursemaids while talented mothers "do their thing?"

As an observer in two schools, I was overpowered by the number of parents and visitors in the schools and classrooms. Teacher reactions differed; coping mechanisms existed or were created. Only one teacher really encouraged parental visiting. It does not matter whether a school is open, traditional, or otherwise; we have much to examine if parental presence is to be meaningful to students, teachers, schools, and parents. And it is coming to pass.

The figure of the principal appeared and disappeared through the halls. Although she never entered the classrooms during this study, she was the gatekeeper for the visitors in the building. She encouraged parents to be in school. She reiterated the importance of the relationships between parents and the schools. Various teachers described her as terrific, as a buffer between them and the parents, as being committed to the concerns of the parents, as the public-relations person of the two schools. Three teachers commented on her talents for uniting the community and the schools and at the same time freeing them to work on their own. Edwina's behavior as a buffer for the teachers may have increased the teacher's need to honor those parental pressures and honor Edwina's expectations.

Pressures emanating from within and without the schools. Consideration of teacher loads had to be ignored, partially because of time: time to be changing and changing quickly for there was much to be done; time to be making visible the restructuring for which Edwina had responsibilities to the community. It was too late to improve the quality of schooling for some students. All students were growing. The school year was passing. A strong sense of what needed to be done and how soon the changes had to be made characterized Edwina's behavior. The opportunities were there; the money from outside sources was coming; a model school needed to be visible. Edwina expressed the need for telling the story of open education. She implied that studies such as this one might begin to describe the processes and relationships of open education. Her convictions precluded isolation. The story must be told, the parents must be involved, and the community must be present.

The psychic, physical, and emotional loads that the teachers bore appeared to be acknowledged and then overridden by other concerns as more and more adults filtered into the schools.

Edwina did have her opinions of what was happening in the classes, however. She projected to this observer an even stronger image of what she wanted the classrooms to be.

Edwina stated that her energies were directed to the community. During this first year as principal she could only encourage and prod the teachers to be more open.

Most of the staff had returned from the previous year under a different principal and a different set of rules. Changes were inevitable with a new leader; preparations for so many changes probably were inadequate. One afternoon a father of a former Gilbert student stopped in Gilbert's lounge before assisting in a class "There have been a lot of changes around here," he remarked to the group sipping cokes. "I was over at MacArthur too. There was trash all over; some of those classrooms are a mess." Supporting comments from several of the teachers concurred with him: "It would be better to be back in the stricter days." Incidences such as this, however reactionary to change they may be, illustrate some of the ambivalence as well as pressures encountered by the teachers throughout this very different year.

"Achieving students" was a prized ethic among some of the teachers. Pressures to change threatened the values and presented possibilities alien to their pedagogical knowledge base. The ambivalence of what they knew and could do well seesawed with the pressures and praise which came with change. To a school undertaking reform on a large scale, such events only multiply. Information was needed. Training was imperative. Edwina recommended seeing models of schools

providing open education. For the most part, their training was to be on-the-job experiences, whether good or bad experiences.

Teacher fatigue and illness was an important facet of this study. There was a tired feeling permeating the school by May. Field trips, personal problems, ulcers, migraines, pressures, failures, successes were fatiguing the teachers. The principal attributed teacher absenteeism to the end of the school year. I believed otherwise. Five of the six teachers of this study were ill or absent during the month of May. Five teachers cancelled or postponed scheduled observations and interviews from one to five times after the first of May. The end of school may have contributed to such absences, but the extra personal and professional loads these teachers carried had some bearing on these circumstances. All of the teachers at Gilbert School were required to attend a summer workshop as a prerequisite for their return to the school. Four additional weeks of work inserted in what they had considered vacation was not only unexpected but resented at the time I concluded the formal part of this study.

Failure is espoused by open education advocates as a meaningful learning experience for students. Thus, it might follow that failure should be a learning experience for teachers also. I suspect open education leaders have less tolerance for failure among its teachers. Failures among

teachers are felt by a larger audience than are the failures of students. Failure by teachers reflects on the whole movement of open education. This is harder to accept than is student failure, which at the most will probably only disrupt a classroom or lower a test score.

Success can be as fatiguing as failure. Success in open education may bring about a whole host of new variables. For example, the closer Betty came to individualizing and opening up her language arts, the closer she came to another set of problems in order to individualize her mathematics. To Billie, a successful class bicycle trip had first, encountered parental uprisings and, second, resulted in a severe case of bronchitis from exhaustion and from being in the rain for two and one-half days. Success takes its toll of teachers who have past performances to live up to. Success is not as reassuring for teachers engaging in a change effort; nor are the teachers always able to point to successful changes. The uncertainty of fruition brings pain. It may take so much physical and psychic energy to produce success in one arena that the teacher is reduced to ineffectual behavior in all others.

Conclusions

Historically, America's educational research and development strengths have not been derived from in situ

public school studies. University settings, research units, government and developmental agencies have provided a rainbow of philosophers, historians, statisticians, curriculum developers, psychologists and researchers with a multitude of comments, analyses, challenges, and suggestions. Meanwhile the public schools have plowed along unbalancing budgets, retraining personnel, coping with student and teacher increases and decreases, pushing curriculums, groping with learning and teaching. That rainbow of intellectuals has not found its pot of gold in the schools. The schools are too bound--too many restraints. Schools link with everything social, everything political. Bureaucracy unlimited. Experimentation is too limited. This has all been said before and is nothing new--except that we often act as though these bureaucratic blocks can be moved or removed. Not always.

England is a model of open or informal education. If one is at the modeling stage, the example exists. But open education in England evolved over a long period of time. Significant differences are here for American open educators to note. Open education has been dropped in Americans' laps. Espousers describe, cajole, proclaim. Critics dissect, distrust, disapprove. As open education erupted upon the American educational scene, some had misgivings about its immediate widespread utility (Armington,

1968; Rogers, 1969; Spodek, 1970). Essentially they said that, when we as American educators attend to certain institutional blocks and hazards and accept the need for working over long periods of time, then we can begin to evolve our own open education programs and philosophies--quite apart from the British exemplar. This may be impossible given our concept of time and our value of space. We Americans value time, so much so that we ignore it in order to live by it.

Gordon Hoke, in conversations with colleagues, contrasted spatial and temporal concepts of the Japanese and American societies. He questioned what American temporal values imply to the movement of open education in America. The question is rhetorical. In a similar vein, Spodek makes a distinction between "person-oriented education" and "object-oriented education" (1970, p. 67). Persons and space, time and objects: a concise distinction made between emphases among the American culture and a culture such as England's.

Discussions elsewhere in this study reviewed the tension-producing pressures for measurable product performance of teachers and the concommitant demands for open education. Time compresses these pressures. The word "accountability" was seldom uttered in open-education literature nor did it occur at MacArthur or Gilbert, but the issue was lurking nonetheless. One senses that productivity in open education

has to be seen--and soon.

Cultural differences of England and America are first noted in descriptions of headmasters or headmistresses and the American counterpart, the principal (Weber, 1971; Spodek, 1970). Their roles polarize. Instructional leadership characterizes the role of the headmistress: conversely, principals administrate. Principals process funds and records which never quite match up with requirements. A headmistress is the master teacher of the school (Blackie, 1967).

Edwina, principal of Gilbert and MacArthur, was illustrative. She fulfilled her duties of administration. When, I know not. Her primary goal for the schools' first years in open education was the community. A white, affluent community which had acquired a black woman representing--in Gilbert school--a female staff most of whom were black. Most of her staff at both schools had only recently heard of open education. There was much to do in community-school relationships. There was much to do in the schools and classrooms. Broadcasting and evolving may not be suitable simultaneous thrusts for a movement such as open education (Katz, 1971). The two thrusts may require several individuals coordinating talents and resources for the teachers as well as the schools and the communities. It is highly unlikely in our present

school structures that one person is capable (or has the time required) to execute adroitly both the administration and advising demanded in the schools. This is not to say that one person, such as Edwina in this study, does not have the capabilities to manage either endeavor. Edwina could have spearheaded either thrust with comparable skill. Time was (and is) the constraint. Expanding experiences for teachers requires temporal space. Accessibility to resources, whether they be advisers, materials, or ideas, is another necessary condition for teacher growth. Bureaucratic and administrative relationships encountered by teachers must demonstrate the same qualities which the schools expect between teacher and student. Such conditions for teacher support and growth demand exorbitant amounts of energy.

Teacher Centers is a suggestion bantered about among educators. The Learning Center, which Edwina had been affiliated with, provided consultant services, workshops, library services, and ideas to these two schools. The Learning Center advertized within the school and occasionally held a workshop in a school. Teachers voluntarily utilized the services of the Learning Center. The Learning Center was open after school each day and Saturdays. A monthly newsletter listed activities sponsored by the Learning Center. The newsletters stressed the Center's role as a linking

agent between individuals. Although the primary strategy was group presentations, the Center offered services on an individual basis. Outlining specific methods of providing individual services might have encouraged the teachers to avail themselves of the Learning Center.

The teachers in this study seemed most willing to discuss problems and even weaknesses of themselves, their teaching, and the classrooms. I was available to listen and respond. I did not appear in classrooms with a set of procedures which would improve the teaching/learning situation. Instead, each teacher and I worked on their problems together. If several individuals had been around as I was, the combinations of working relationships might have been more productive. A team of advisers working singly and together with teachers would enrich the supportive environment.

Another condition emerged which affected the open education endeavors in these classrooms. As an adviser/researcher I was present in only a few of the total number of classrooms which were expected to become more open. A self-selecting process occurs when the entire school and staff are expected to develop an approach. Resources need to be consolidated and reinforced for those teachers who are valiantly attempting the new endeavors. Strengthening the efforts of those who want to change and expending less

energy and resources on a staff as a whole seems to be a more reasonable effort. For administrators and schools looking to open education, or any change program, the tasks are enormous without adding the burden of uninterested persons to the challenge.

If there is a developmental sequence to innovations within a school or within a movement, then perhaps we best pause and take stock. If there are stages which can be characterized by behaviors, then we need to look to identifying those stages. We must explore the training and the resources necessary to allow growth to another stage. Perhaps that also means we cannot push for certain changes; perhaps we can only aid their evolution. There are many obstacles in the path of open education.

CHAPTER VI

EPILOGUE: ONE-HALF YEAR THE WISER

Gilbert and MacArthur schools are still involved in open education the school year following the study (1972-1973). Some of the teachers have remained; some have changed rooms and grade levels; and some are gone.

In November and December of 1972, I talked by telephone to the six teachers. Three questions were posed: (1) What are you doing presently? (2) Where are you in your thinking about open education since I last talked to you? (3) What would you say to teachers who are or want to get involved in open education? The verbatim interviews follow.

Telephone Interview with Catherine

Catherine: We're having an open house at school December 9.

Terry: For parents?

Catherine: No, for the foundation people who gave us money. We should have our carpeting by then--gold carpeting. Do you want to come help us keep it clean?

Terry: What are you doing presently? Did you get the fifth and sixth grades?

Catherine: Yes, the fifth and sixth grades are what I have. I have thirty-three children. It's different now because I teach language arts. Francine takes care of math since math is her cup of tea. I teach 9:15-12:00. Then at 11:00 Francine has my first group. We even have some third graders in our groups.

Terry: Where are you in your thinking about open education since I last talked to you?

Catherine: Well, Terry, it sneaks up on you. I see kids on the floor lying on their stomachs and leaving the room to study. It's unbelievable that I'm in it. It's like standing outside and watching yourself. Kids and parents are happy . . . I don't know . . . it's different.

The kids I had last year are working hard. I have all of Lisa's kids and the top of fourth grade that I had last year. I've had all of these kids in my fourth-grade rooms. The sixth graders are working hard now but the fifth graders work circles around the sixth graders. I've told them we must try to be a family.

Terry: What would you say to teachers who are or want to get involved in open education?

Catherine: (laughing) It's sort of a change within oneself.

I fought open education tooth and nail. Really, really, I didn't believe in it. You start alone. All of a sudden it changes. You have to take it easy and very slow. You really do. Last year I didn't know: this year is charming. You look around and realize its going--but you have to hang in there. It evolves. Sometimes I still shake my head no at open education, but the kids are doing really well.

We've gone to a nongraded school and we're still held responsible for report cards. In Gilbert we have the first and second grades together. There are even third graders there--it's for math and reading especially.

We have tried to have no special teachers this year; we didn't think we would have the money or time. Instead we have all the special teachers. We are stressing mathematics and reading. Groups change at 9:15 and 11:00. The special teachers keep sneaking in, though. We had high hopes that we could do this--with afternoons planned by us--but we don't see how to do it with consultants coming in all the time.

We have Mark, you know, Billie's student teacher, as science consultant. He didn't have a job and Edwina decided we needed a science teacher. Mark is

completely different. Mark and I don't see eye to eye. He has kids call him "Mark." I told him that, if a student calls me "Catherine," I will choke him and that it will be because of him. Calling a teacher by her first name puts her on a different basis.

Mark has science on Thursday with thirty-three kids. That's too many for him to handle. He tells them that if they don't like what he's doing, to go off and do what they want--of course, some of them do. The kids love him; they're crazy about him.

We still have all our consultants, music, art, all of them. The first semester we were to have our reading and math and some consultants; the second semester we were to be by ourselves. We take one Saturday to plan for afternoons, but it looks like we'll have the specials the second semester also. In December this compliance business should be finished, but the specials will be around after that, I know. An example of the problem: we have a French teacher and the kids have to give up their recess if they want to take French.

There are six of us now. All, except the kindergarten, are two-grade combinations. It's a dirty word to say "fifth and sixth."

Terry: What do you call it?

Catherine: A "family group." We are nongraded.

Telephone Interview with Suzanne

Terry: What are you doing presently?

Suzanne: I have a kindergarten in the morning with twenty-nine children. I have art enrichment in the afternoons. It is so much better than having MacArthur and Gilbert.

Terry: So you didn't have to take MacArthur also?

Suzanne: No, we're in compliance at Gilbert. Two grades are grouped together with six teachers. We're nongraded at the primary and intermediate grades.

Terry: Where are you in your thinking since I last talked to you?

Suzanne: Frankly, I'm just the same; I have the same procedures. I would like to move toward more reading, but they're not ready so we're doing readiness activities. The school is nongraded.

Terry: What would you say to teachers who are or want to get involved in open education?

Suzanne: Well, I think it's a good thing. Yes, do it! I'm not against it at all although I don't think it's suited to every child. Advocates do, though. They believe it to be good for all. If people are willing to experiment, it will work.

Terry: Is it groups or individuals for whom open education may not be suitable?

Suzanne: Well, some individuals need more structure. I had a parent talk to me. She has a fifth grader whom she took out of Gilbert in order to put him in an open school. They came back. The parent and student were not happy. The student likes a little structure. Another of my parents said, "Kindergarten is better than preschool; you have some structure here."

Telephone Interview with Billie

Terry: What are you doing presently?

Billie: I'm teaching fourth grade in Boston, Massachusetts. It is an open situation but quite different from Stephen MacArthur. It's much more traditional. I have a room right next to the office--but the office is very supportive of what I'm doing and of open education. It's like going back in time at MacArthur. I'm doing a lot more with math--which is different for me. I only have twenty kids in my class--can you believe that?

Terry: Where are you in your thinking about open education since I last talked to you?

Billie: I'm more sure. More sure about individual work and group work--about when it comes and where it should

be. I'm more conservative--like there are skills, skills that need to be known. There are neat ways to teach these skills. I know why it is important to teach these skills. Society says they are important to know to make it--I'm not fighting that as much. Not like at MacArthur. Like homework, if the kids want homework, they can have it. Stephen MacArthur was a lonely battle. I'm not willing to fight like that again.

This move was instrumental. I'm much calmer; I'm spending energy on what's interesting and not on fighting. Oh, you still can't keep kids down.

Terry: What would you say to teachers who are or want to get involved in open education?

Billie: I'm writing an article on that! I'll send it to you. I've been involved in some evaluation and teacher training. I'm learning that it's important to go about this slowly. First, it's important how the teacher feels about it. It has to be an individual feeling--you can't copy others. Second, skills are important. But social skills, are more important--more so than academic. Academic skills are second.

I had a job; I quit. Then I got sick. I left quickly; only a few people knew I had gone. I'm

going back next week to see my friends. I came here to this, and it's great. By the way, I understand the middle school has problems. I feel bad about the way I left them, but that's the way it was.

Telephone Interview with Betty

Terry: What are you doing presently?

Betty: I'm still at MacArthur teaching second grade.

Terry: Where are you in your thinking about open education since I last talked to you?

Betty: I'm for it! I'm still in it although my thinking hasn't changed.

Terry: Did you go to workshop this summer?

Betty: I didn't go to the workshop at Gilbert. I'm still working on math when I get time. I'm more comfortable in language arts.

Terry: What would you say to teachers who are or want to get involved in open education?

Betty: That's a good question! It depends on whether they are a beginning teacher or an experienced teacher. I think education training is geared more toward open education now.

Terry: What about those experienced teachers?

Betty: They have to open their minds; it just doesn't work otherwise; you have to be converted. You can't function

unless you are open yourself. I don't think I have an open class. I really don't.

It's a lot of work, it's continuous; it keeps you going.

Grading is different; less marking it's just less important.

Terry: Do you still keep those records?

Betty: Evaluation is awfully difficult. You can really get bogged down in record keeping. That's why I have students help do it. I'm doing math the same way I did language arts--it works well.

Telephone Interview with Lisa

Terry: What are you doing present y?

Lisa: I'm not teaching.

Terry: Where are you in your thinking about open education since I last talked to you?

Lisa: I'm in the middle ground, I guess. I'm not involved in it.

Terry: What would you say to teachers who are or want to get involved in open education?

Lisa: I wish you could come over and talk face to face.

Terry: I'm in Illinois now.

Lisa: Oh, I didn't realize that. I guess you can't come tomorrow. Will you be coming out this way?

Terry: Probably not. (Explained what I was doing presently.)

Lisa: Well, open education really is opening one's mind. It's not the actual physical structure so much as the mind.

Terry: Do you ever get back to school?

Lisa: I've hardly been at Gilbert at all. My son is still there. You know Edwina is going toward a primary and middle school as an experiment. She's going for federal funds. Maybe it will help the problems of the Junior High. We really have problems there.

Telephone Interview with Sarah

Terry: What are you doing presently?

Sarah: I can't seem to stay away from teaching. I'm teaching in Kentucky about fourteen miles from Louisville. It is a rural, predominately white area--very conservative. I find it's quite different. The discipline is easy, not hard. The situation requires a different kind of control. Rural students are quite different from the middle-class students I've had. The middle class /student/ has a know-it-all attitude.

Terry: What grade are you teaching?

Sarah: First grade with thirty-one students.

Terry: Where are you in your thinking about open education since I last talked to you?

Sarah: I'm still working on it. I couldn't do too much at

the beginning of the year. They weren't used to some of the things I did at MacArthur. There are some changes in the teachers; they are trying to change. Some of the teachers seem to be looking at children now. But I couldn't come in and "put it on them" all at once. I had to go slowly.

I'm the only black teacher in the school system. There are two black teachers in the county out of a total of 500 teachers. They admit they have some changing to do. It's really a different challenge for me. Believe it or not, I haven't had problems. We broke the ice that first day.

As I said, I'm trying to go slowly with open education. The kids are trying, too. I did hear the principal say that the first grade was awfully noisy one day. Kids can't stay still. I'm still approaching the classroom in the same way--the first month I worked on independence. The second semester I slowly work on opening up centers. The custodian got me a table from the library so I'll have a place for some centers. People are really being helpful.

Terry: What would you say to teachers who are or want to get involved in open education?

Sarah: First, I would ask if a teacher can tolerate noise

until the kids get used to the situation. Second, they must let the children progress at their own pace. They already have some individualization in the school I'm in now. Then I would ask a teacher if she can split herself twenty-four ways. If you have twenty-four students you have twenty-four different /levels/. It's difficult work. Everyday you evaluate and diagnose for twenty-four students. The next day you have to start over again, because it is so individual. It's what I call prescriptive teaching. A teacher can't expect children to do everything the teacher wants.

To a teacher I would have to say, "Be prepared for hard work!"

APPENDIX A

SCORES ON CORS AND TEACHER QUESTIONNAIRE

	TQ I	1	2	3	4	5	TQ II
Billie	166	169	177	165	165	--	176
Lisa	149	132	126	129	143	130	144
Catherine	133	137	137	--	--	--	157
Betty	136	135	155	143	127	143	146
Sarah	149	145	162	157	148	154	161
Suzanne	156	142	152	131	153	156	157

TQ I = First Teacher Questionnaire
TQ II = Second Teacher Questionnaire

Numbers 1 through 5 refer to observations.

APPENDIX B

CLASSROOM OBSERVATION RATING SCALE (CORS)

School _____

Classroom _____

Teacher _____

Observer _____

	No Evidence	Weak Infrequent	Moderate Occasional	Strong Frequent Evidence
1. Texts and materials are supplied in class sets so that all children may have their own.	1	2	3	4
2. Each child has a space for his personal storage and the major part of the classroom is organized for common use.	1	2	3	4
3. Materials are kept out of the way until they are distributed or used under the teacher's direction.	1	2	3	4
4. Many different activities go on simultaneously.	1	2	3	4
5. Children are expected to do their own work without getting help from other children.	1	2	3	4

	No Evidence	Weak Infrequent	Moderate Occasional	Strong Frequent Evidence
6. Manipulative materials are supplied in great diversity and range, with little replication.	1	2	3	4
7. Day is divided into large blocks of time within which children with the teacher's help, determine their own rountine.	1	2	3	4
8. Children work individually and in small groups at various activities.	1	2	3	4
9. Books are supplied in diversity and profusion (including reference, children's literature).	1	2	3	4
10. Children are not supposed to move about the room without asking permission.	1	2	3	4
11. Desks are arranged so that every child can see the blackboard or teacher from his desk.	1	2	3	4
12. The environment includes materials developed by the teacher.	1	2	3	4
13. Common environmental materials are provided.	1	2	3	4
14. Children may voluntarily make use of other areas of the building and school yeard as part of their school time.	1	2	3	4
15. The program includes use of the neighborhood.	1	2	3	4
16. Children use "books" written by their classmates as part of their reading and reference materials.	1	2	3	4

	No Evidence	Weak Infrequent	Moderate Occasional	Strong Frequent Evidence
17. Teacher prefers that children not talk when they are supposed to be working.	1	2	3	4
18. Children voluntarily group and regroup themselves.	1	2	3	4
19. The environment includes materials developed or supplied by the children.	1	2	3	4
20. Teacher plans and schedules the children's activities through the day.	1	2	3	4
21. Teacher makes sure children use materials only as instructed.	1	2	3	4
22. Teacher groups children for lessons directed at specific needs.	1	2	3	4
23. Children work directly with manipulative materials.	1	2	3	4
24. Materials are readily accessible to children.	1	2	3	4
25. Teacher promotes a purposeful atmosphere by expecting and enabling children to use time productively and to value their work and learning.	1	2	3	4
26. Teacher uses test results to group children for reading and/or math.	1	2	3	4
27. Children expect the teacher to correct all their work.	1	2	3	4
28. Teacher bases her instruction on each individual child and his interaction with materials and equipment.	1	2	3	4

	No Evidence	Weak Infrequent	Moderate Occasional	Strong Frequent Evidence
29. Teacher gives children tests to find out what they know.	1	2	3	4
30. The emotional climate is warm and accepting.	1	2	3	4
31. The work children do is divided into subject matter areas.	1	2	3	4
32. The teacher's lessons and assignments are given to the class as a whole.	1	2	3	4
33. To obtain diagnostic information, the teacher closely observes the specific work or concern of a child and asks immediate, experience-based questions.	1	2	3	4
34. Teacher bases her instruction on curriculum guides or text books for the grade level she teaches.	1	2	3	4
35. Teacher keeps notes and writes individual histories of each child's intellectual, emotional, physical development.	1	2	3	4
36. Teacher has children for a period of just one year.	1	2	3	4
37. The class operates within clear guidelines made explicit.	1	2	3	4
38. Teacher takes care of dealing with conflicts and disruptive behavior without involving the group.	1	2	3	4
39. Children's activities, products, and ideas are reflected abundantly about the classroom.	1	2	3	4

	No Evidence	Weak Infrequent	Moderate Occasional	Strong Frequent Evidence
40. The teacher is in charge.	1	2	3	4
41. Before suggesting and extension or redirection of activity, teacher gives diagnostic attention to the particular child and his particular activity.	1	2	3	4
42. The children spontaneously look at and discuss each other's work.	1	2	3	4
43. Teacher uses tests to evaluate children and rate them in comparison to their peers.	1	2	3	4
44. Teacher uses the assistance of someone in a supportive, advisory capacity.	1	2	3	4
45. Teacher tries to keep all children within her sight so that she can make sure they are doing what they are supposed to do.	1	2	3	4
46. Teacher has helpful colleagues with whom she discusses teaching.	1	2	3	4
47. Teacher keeps a collection of each child's work for use in evaluating his development.	1	2	3	4
48. Teacher views evaluation as information to guide her instruction and provisioning for the classroom.	1	2	3	4

	No Evidence	Weak Infrequent	Moderate Occasional	Strong Frequent Evidence
49. Academic achievement is the teacher's top priority for the children.	1	2	3	4
50. Children are deeply involved in what they are doing.	1	2	3	4

APPENDIX C

TEACHER QUESTIONNAIRE

School _____

Classroom _____

Teacher _____

Instructions: For each of the following statements, circle the number which most closely expresses your estimate of the extent to which the statement is true for your own classroom. If the statement is absolutely not the case, circle "1"; if it is very minimally true, choose "2." If the statement generally describes your classroom, choose "3"; if it is absolutely true, choose "4."

	Strongly disagree	Disagree	Agree	Strongly Agree
1. Texts and materials are supplied in class sets so that all children may have their own.	1	2	3	4
2. Each child has a space for his personal storage and the major part of the classroom is organized for common use.	1	2	3	4
3. Materials are kept out of the way until they are distributed or used under my direction.	1	2	3	4
4. Many different activities go on simultaneously.	1	2	3	4

	Strongly Disagree	Disagree	Agree	Strongly Agree
5. Children are expected to do their own work without getting help from other children.	1	2	3	4
6. Manipulative materials are supplied in great diversity and range, with little replication.	1	2	3	4
7. The day is divided into large blocks of time within which children, with my help, determine their own routine.	1	2	3	4
8. Children work individually and in small groups at various activities.	1	2	3	4
9. Books are supplied in diversity and profusion (including reference books, children's literature).	1	2	3	4
10. Children are not supposed to move about the room without asking permission.	1	2	3	4
11. Desks are arranged so that every child can see the blackboard or teacher from his desk.	1	2	3	4
12. The environment includes materials I have developed.	1	2	3	4
13. Common environmental materials are provided.	1	2	3	4
14. Children may voluntarily use other areas of the building and schoolyard as part of their school time.	1	2	3	4
15. Our program includes use of the neighborhood.	1	2	3	4

	Strongly Disagree	Disagree	Agree	Strongly Agree
16. Children use "books" written by their classmates as part of their reading and reference materials.	1	2	3	4
17. I prefer that children not talk when they are supposed to be working.	1	2	3	4
18. Children voluntarily group and regroup themselves.	1	2	3	4
19. The environment includes materials developed or supplied by the children.	1	2	3	4
20. I plan and schedule the children's activities through the day.	1	2	3	4
21. I make sure children use materials only as instructed.	1	2	3	4
22. I group children for lessons directed at specific needs.	1	2	3	4
23. Children work directly with manipulative materials.	1	2	3	4
24. Materials are readily accessible to children.	1	2	3	4
25. I promote a purposeful atmosphere by expecting and enabling children to use time productively and to value their work and learning.	1	2	3	4
26. I use test results to group children in reading and/or math.	1	2	3	4

	Strongly Disagree	Disagree	Agree	Strongly Agree
27. Children expect me to correct all their work.	1	2	3	4
28. I base my instruction on each individual child and his interaction with materials and equipment.	1	2	3	4
29. I give children tests to find out what they know.	1	2	3	4
30. The emotional climate is warm and accepting.	1	2	3	4
31. The work children do is divided into subject matter areas.	1	2	3	4
32. My lessons and assignments are given to the class as a whole.	1	2	3	4
33. To obtain diagnostic information, I observe the specific work or concern of a child closely and ask immediate, experience-based questions.	1	2	3	4
34. I base my instruction on curriculum guides or the text books for the grade level I teach.	1	2	3	4
35. I keep notes and write individual histories of each child's intellectual, emotional, and physical development.	1	2	3	4
36. I have children for just one year.	1	2	3	4
37. The class operates within clear guidelines, made explicit.	1	2	3	4

	Strongly Disagree	Disagree	Agree	Strongly Agree
38. I take care of dealing with conflicts and disruptive behavior without involving the group.	1	2	3	4
39. Children's activities, products and ideas are reflected abundantly about the classroom.	1	2	3	4
40. I am in charge.	1	2	3	4
41. Before suggesting any extension or redirection of activity, I give diagnostic attention to the particular child and his particular activity.	1	2	3	4
42. The children spontaneously look at and discuss each other's work.	1	2	3	4
43. I use tests to evaluate children and rate them in comparison to their peers.	1	2	3	4
44. I use the assistance of someone in a supportive advisory capacity.	1	2	3	4
45. I try to keep all children within my sight so that I can be sure they are doing what they are supposed to do.	1	2	3	4
46. I have helpful colleagues with whom I discuss teaching ideas.	1	2	3	4
47. I keep a collection of each child's work for use in evaluating his development.	1	2	3	4

	Strongly Disagree	Disagree	Agree	Strongly Agree
48. Evaluation provides information to guide my instruction and provisioning for the classroom.	1	2	3	4
49. Academic achievement is my top priority for the children.	1	2	3	4
50. Children are deeply involved in what they are doing through the day.	1	2	3	4

APPENDIX D

OBSERVER'S SUMMARY FORM

Teacher _____ Date _____

Category	Question	Score	Total
PROVISIONING:	*1		
	2		
	*3		
	4		
	*5		
	6		
	7		
	8		
	9		
	*10		
	*11		
	12 x		
	13		
	14		
	15 x		
	*17		
	18		
	*20		
	*21		
	22 xx		
	23		
	24		
	25		
	42		
DIAGNOSIS:	*26		
	*27		
	*29		
	33		

Category	Question	Score	Total
INSTRUCTION:	28 *31 *32 *34 41		
EVALUATION:	35 xx *36 *43 47 xx 48		
HUMANENESS:	16 19 *38 39 40 xx		
SEEKING OPPORTUNITIES TO PROMOTE GROWTH:	44 xx 46		
ASSUMPTIONS:	30 37 *49 50		
SELF-PERCEPTION OF THE TEACHER:	*45		

*Indicates item is scored in reverse.

x Appears to be non-discriminating in observation rating.

xx Appears to be non-discriminating in teacher self-report.

Protocol for Summarizing Observer Ratings
(numbers indicate range of scores expected)

Category	Undecided	Some	Lots
PROVISIONING	25-49	50-75	76-100
DIAGNOSIS	4-7	8-12	13-16
INSTRUCTION	5-9	10-15	16-20
EVALUATION	5-9	10-15	16-20
HUMANENESS	5-9	10-15	16-20
SEEKING OPPORTUNITIES TO PROMOTE GROWTH	2-3	4-6	7-8
ASSUMPTIONS	4-7	8-12	13-16
SELF-PERCEPTION OF THE TEACHER	1	2-3	4

APPENDIX E

TEACHER SUMMARY SHEET

Teacher _____ Date _____ Observer _____

Category	Lots	Some	Undecided
PROVISIONING FOR LEARNING: Flexibility in the organization of instruction and materials.			
DIAGNOSIS: Less attention to goals, such as examination scores, and more attention to the child's thinking process.			
INSTRUCTION: Much individual attention rather than solely total class instruction, encouragement of children's initiative and choice, interdisciplinary emphases.			
EVALUATION: Individual standards or goals preferred to comparing the child to standardized achievement norms. Record-keeping often done in order to evaluate growth rather than correctness.			
HUMANENESS: Teacher shows characteristics such as respect for children, openness and warmth.			
SEEKING OPPORTUNITIES TO PROMOTE GROWTH: Extensive use of community, colleagues and advisors.			

Category	Lots	Some	Undecided
ASSUMPTIONS: Ideas about children and the process of learning. Many ideas are stressed such as children's innate curiosity, trust in children's ability to make decisions, and so on.			
SELF-PERCEPTION OF THE TEACHER: A sensitive, adaptive, continual learner who sees herself as a resource for helping children reach their own potentials rather than seeing himself as a disseminator of a given body of knowledge.			

APPENDIX F

CLASSROOM OBSERVATION RATING SCALE (CORS)
ITEMS LISTED BY DIMENSIONS

PROVISIONING:

*1. Texts and materials are supplied in class sets so that all children may have their own.

2. Each child has a space for his personal storage and the major part of the classroom is organized for common use.

*3. Materials are kept out of the way until they are distributed or used under the teacher's direction.

4. Many different activities go on simultaneously.

*5. Children are expected to do their own work without getting help from other children.

6. Manipulative materials are supplied in great diversity and range, with little replication.

7. Day is divided into large blocks of time within which children, with the teacher's help, determine their own routine.

8. Children work individually and in small groups at various activities.

9. Books are supplied in diversity and profusion (including reference, children's literature).

*10. Children are not supposed to move about the room without asking permission.

*Indicates item is scored in reverse.

*11. Desks are arranged so that every child can see the blackboard or teacher from his desk.

12. The environment includes materials developed by the teacher.

13. Common environmental materials are provided.

14. Children may voluntarily make use of other areas of the building and school yard as part of their school time.

15. The program includes use of the neighborhood.

*17. Teacher prefers that children not talk when they are supposed to be working.

18. Children voluntarily group and regroup themselves.

*20. Teacher plans and schedules the children's activities through the day.

*21. Teacher makes sure children use materials only as instructed.

22. Teacher groups children for lessons directed at specific needs.

23. Children work directly with manipulative materials.

24. Materials are readily accessible to children.

25. Teacher promotes a purposeful atmosphere by expecting and enabling children to use time productively and to value their work and learning.

42. The children spontaneously look at and discuss each other's work.

DIAGNOSIS:

*26. Teacher uses test results to group children for reading and/or math.

*Indicates item is scored in reverse.

*27. Children expect the teacher to correct all their work.

*29. Teacher gives children tests to find out what they know.

33. To obtain diagnostic information, the teacher closely observes the specific work or concern of a child and asks immediate, experience-based questions.

INSTRUCTION:

28. Teacher bases her instruction on each individual child and his interaction with materials and equipment.

*31. The work children do is divided into subject matter areas.

*32. The teacher's lessons and assignments are given to the class as a whole.

*34. Teacher bases her instruction on curriculum guides or text books for the grade level she teaches.

41. Before suggesting any extension or redirection of activity, teacher gives diagnostic attention to the particular child and his particular activity.

EVALUATION:

35. Teacher keeps notes and writes individual histories of each child's intellectual, emotional, physical development.

36. Teacher has children for a period of just one year.

*43. Teacher uses tests to evaluate children and rate them in comparison to their peers.

47. Teacher keeps a collection of each child's work for use in evaluating his development.

48. Teacher views evaluation as information to guide her instruction and provisioning for the classroom.

*Indicates item is scored in reverse.

HUMANENESS:

16. Children use "books" written by their classmates as part of their reading and reference materials.

19. The environment includes materials developed or supplied by the children.

*38. Teacher takes care of dealing with conflicts and disruptive behavior without involving the group.

39. Children's activities, products, and ideas are reflected abundantly about the classroom.

40. The teacher is in charge.

SEEKING OPPORTUNITIES TO PROMOTE GROWTH:

44. Teacher uses the assistance of someone in a supportive, advisory capacity.

46. Teacher has helpful colleagues with whom she discusses teaching.

ASSUMPTIONS:

30. The emotional climate is warm and accepting.

37. The class operates within clear guidelines made explicit.

*49. Academic achievement is the teacher's top priority for the children.

50. Children are deeply involved in what they are doing.

SELF-PERCEPTION OF THE TEACHER:

*45. Teacher tries to keep all children within her sight so that she can make sure they are doing what they are supposed to do.

*Indicates item is scored in reverse.

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